DOCUMENT RESUME

ED 040 436 CG 005 448

TITLE	A Follow-up Study of Baltimore County High School Graduates. 1967.
PUB DATE	69
NOTE	298p.
EDRS PRICE	EDRS Price MF-$1.25 HC-$15.00
DESCRIPTORS	Data Collection, *Followup Studies, *High School Graduates, Planning, Questionnaires, Reports, *Research Projects, *Student Characteristics, Student Research, *Surveys

ABSTRACT

The endeavor described in this report was designed to fill the need of providing accurate, comprehensive data on the total number of county graduates by systematizing the process of collecting, organizing, summarizing, and disseminating informational data on the Baltimore County high school graduate. This report is organized into five chapters. Chapter One is a general introductory chapter presenting information on the scope of the projects, the organizational structure, the assumptions and limitations and the implications. A general overview of the responses of the 1967 graduates to the questionnaire is presented in the second chapter. Chapter Three contains a detailed analysis of the responses of the 1967 graduates to all of the questions included on the three forms of the questionnaire. Chapter Four, which is not completed, will contain the cross comparisons of the responses of the graduates to selected questions. The appendix, Chapter Five, contains copies of the material used on the survey. (KJ)

PRINTED BY THE STANDARD REGISTER COMPANY, U. S. A.

FORM 0801

BALTIMORE COUNTY PUBLIC SCHOOLS

ED040436

U.S. DEPARTMENT OF HEALTH, EDUCATION
& WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

A Follow-up Study of Baltimore County High School Graduates

1967

William S. Sartorius, Superintendent

Towson, Maryland

1969

CG 005 448

BALTIMORE COUNTY PUBLIC SCHOOLS
TOWSON, MARYLAND

BOARD OF EDUCATION OF BALTIMORE COUNTY
Greenwood
Towson, Maryland 21204

T. Bayard Williams, Jr.
President

Mrs. John M. Crocker
Vice-President

H. Russell Knust

Alvin Loreck

H. Emslie Parks

Richard W. Tracey, D.V.M.

Mrs. Richard K. Wuerfel

William S. Sartorius
Secretary-Treasurer and Superintendent of Schools

Prepared under the direction of

Benjamin P. Ebersole
Director of Curriculum
and Instructional Services

Emma E. Williams
Coordinator, Guidance

Donald E. McBrien
Supervisor, Guidance

Charles Sussman
Supervisor, Guidance

Anna G. Shepperd
Assistant Superintendent
in Instruction

John E. Seebold
Director
Office of Child Accounting

George T. Gabriel
Director
Educational Research

Harold C. McGraw
Assistant
Educational Research

WORKSHOP COMMITTEE MEMBERS

Helen Carey
Charles Coleman
Regis Cunningham
Thelma Daley
Daniel Drigan
Mary Breen White

Jeanette Dunham
Robert Fanto
Louis Menegatti
Elliot Merenbloom
Helen Miles
James Rothschilds

Editor
Katherine Klier
Specialist
Office of Curriculum Development

CONTENTS

FOREWORD

CHAPTER ONE - DIMENSIONS OF THE STUDY

Introduction -- 1
History of the Follow-Up Study ---------------------- 5
Organization -- 7
Assumptions and Limitations ------------------------ 8
Implications -- 10

CHAPTER TWO - GENERAL OVERVIEW OF THE 1967 GRADUATES

Introduction -- 11
Section I - All Graduates Responding to Form A ----------- 11
Section II - All Graduates Responding to Form B ---------- 26
Section III - All Graduates Responding to Form C --------- 39

CHAPTER THREE - DETAILED ANALYSIS OF THE 1967 GRADUATES

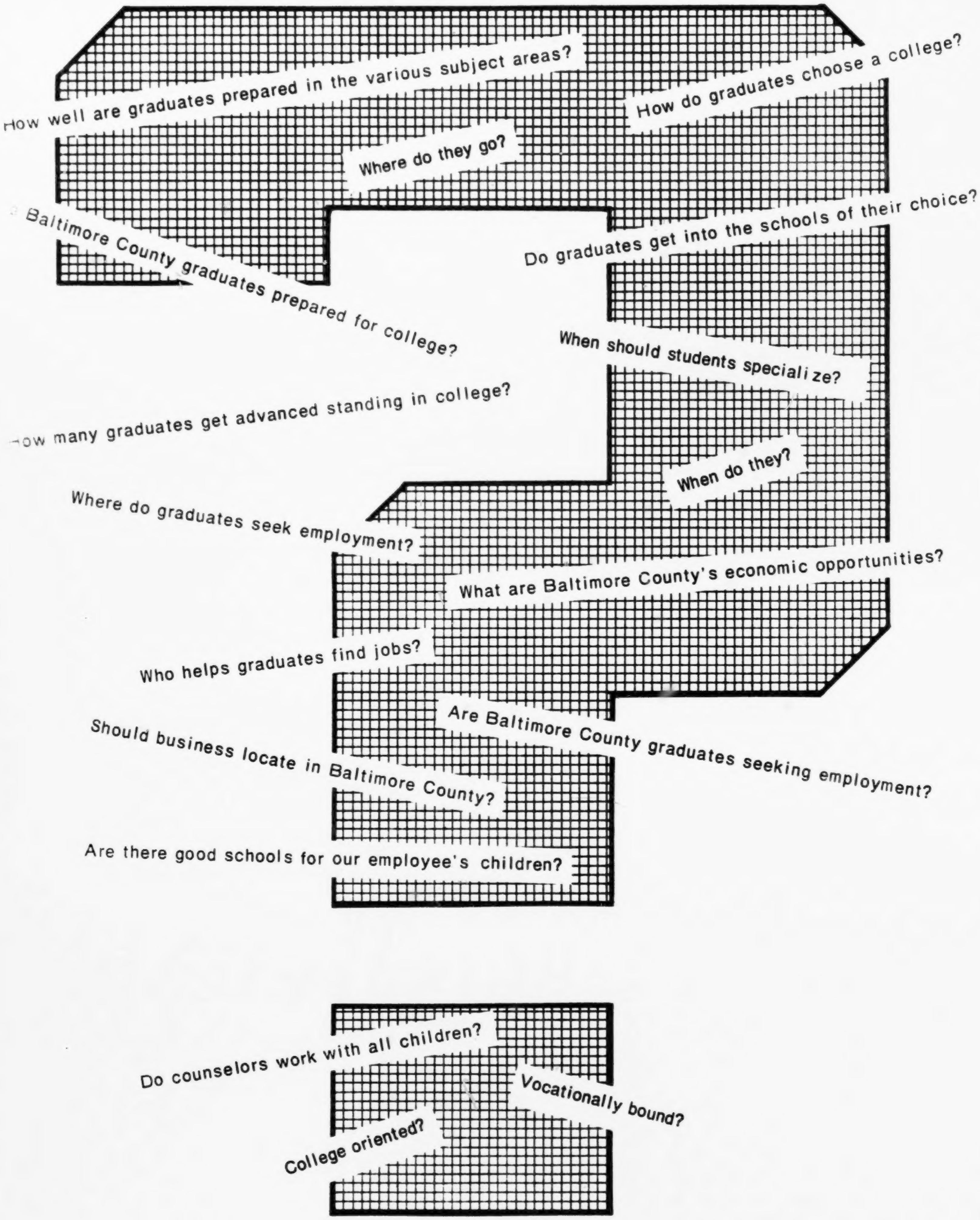
Introduction -- 57
Section I - The Incidence of Forms Returned ------------- 57
Section II - The Detailed Analysis of the Questions ------ 60
  Form A - All Graduates ------------------------------ 60
  Form B - All Graduates Attending School Full-Time ----- 133
  Form C - All Graduates Not Attending School Full-Time - 155

CHAPTER FOUR - THE CROSS-COMPARISONS OF SELECTED QUESTIONS

Will be included at a later date

CHAPTER FIVE - APPENDIX

QUESTIONS OFTEN ASKED ABOUT BALTIMORE COUNTY– ITS SCHOOLS–ITS ECONOMY



How well are graduates prepared in the various subject areas?

How do graduates choose a college?

Where do they go?

Do graduates get into the schools of their choice?

Baltimore County graduates prepared for college?

When should students specialize?

How many graduates get advanced standing in college?

When do they?

Where do graduates seek employment?

What are Baltimore County's economic opportunities?

Who helps graduates find jobs?

Are Baltimore County graduates seeking employment?

Should business locate in Baltimore County?

Are there good schools for our employee's children?

Do counselors work with all children?

Vocationally bound?

College oriented?

FOREWORD

The continuous examination and evaluation of the schools' success in achieving their purposes is an important responsibility of every school system. Systematically collected and organized information derived from such evaluative efforts can serve two purposes. First, it enables the schools to appraise their effectiveness in fulfilling the aims they have identified. Second, it provides an essential basis for decision making and planning for the future. Of course, sound decision making and planning require accurate and timely data from many different sources. One essential source of data is the regular follow-up information provided by graduates of a school system.

Although the Baltimore County Public Schools always have been interested in an effective evaluative plan, the need to obtain more comprehensive and up-to-date evaluative data has become increasingly evident from the recent changes which have taken place in the county's economy, population and educational program. This once rural area which borders Baltimore City has become an expanding metropolis of residential units and industrial, commercial, and recreational complexes. The expansion also has necessitated a substantial increase in the number of schools and colleges within the area. During the past decade the Baltimore County school population has increased by more than fifty percent. This growth has brought demands for a greater variety of offerings to provide for the increased complexity of human needs. Programs have been established for the academically able, for the mentally and physically handicapped, and for pupils requiring corrective and remedial assistance. In addition, the availability of federal and state funds has given impetus to the development of other special programs and additional services. In designing and evaluating these curricula offerings and services, the schools, the community, and other interested agencies and individuals need accurate, pertinent information, some of which can be provided only by graduates.

Over the past few years, members of the professional staff of the county, consultants from the State Department of Education, representatives of local colleges, and personnel from industrial establishments have given freely of their advice and assistance with the project. This bulletin is one result of their efforts. The Board of Education and the Superintendent acknowledge their appreciation to all counselors, other professional staff members of Baltimore County, and representatives from the educational and industrial community who assisted in the development of the follow-up study. The Board and the Superintendent are particularly grategul to the following persons for their contributions: Miss Annabelle Ferguson, Supervisor of Guidance; Miss Sarah H. Leiter, Coordinator of Pupil Services; Dr. Richard K. McKay, Director, Division of Research and Development; all of the State Department of Education, for their consultant services and financial support; Mr. Willard Strack, Coordinator; Mr. Edward DeVille of the Office of Instructional Materials and Services; Mrs. Armorel T. Henry; and Mrs. Jessica Brown for their part in the preparation of the manuscript.

William S. Sartorius
Superintendent of Schools

Towson, Maryland
May 1969

CHAPTER ONE -- DIMENSIONS OF THE STUDY

INTRODUCTION

In recent years, the increased concern for educational excellence has focused more attention on the public schools and the young people entrusted to them than ever before. Across the nation groups and individuals representative of all aspects of our society -- industrial and commercial units, cultural and service organizations, governmental bodies, and many types of institutions -- are seeking answers to numerous questions pertaining to the many dimensions of the public schools. Of necessity, the schools themselves are seeking more informational data to use as a basis for self-evaluation, decision making, and planning for the future.

In Baltimore County similar concerns and interests are reflected by the frequent requests received for enumerative and evaluative information on both the current student population and the graduates. These requests for information come from individuals, from colleges and industrial and business establishments, from civic and business groups, and agencies of the local, state, and federal governments, from news media, and, naturally, from school personnel. In the past, individual schools have provided information to satisfy some of these requests. Although this is one way to collect the data, the need for this information on a county-wide basis warrants a different approach. It is particularly important that an improved means for providing accurate, comprehensive data on the total number of county graduates be devised. The endeavor described in this report was designed to fill this need by systematizing the process of collecting, organizing, summarizing, and disseminating informational data on the county's graduates. Eventually, it is expected that the effort will provide more accurate and timely answers to the many informational requests received and, more important, provide assistance to the staff of the school system as they make comprehensive assessments of the educational program.

In the early stages of planning the project the following four objectives were formulated:

1. To gain and share knowledge about the nature and characteristics of Baltimore County Public School graduates in their various post-high school environments.
2. To study the relationships between high school preparation and post-high school activities, needs, and adjustments.
3. To provide means for the evaluation of guidance services and to establish a factual basis for further development of the program.
4. To provide an additional basis for county-wide curriculum evaluation and change.

It was to these ends that the efforts of the members of the Follow-Up Committee have been directed.

This report is organized into five chapters. Chapter One is a general introductory chapter presenting information on the scope of the projects, the organizational structure, the assumptions and limitations, and the implications. A general overview of the responses of the 1967 graduates to the questionnaire is presented in a second chapter. Chapter Three contains a detailed analysis of the responses of the 1967 graduates to all of the questions included on the three forms of the questionnaire. Chapter Four which is not completed as of this writing, will contain the cross-comparisons of the responses of the graduates to selected questions. In addition, the appendix -- Chapter Five -- contains copies of the material used in the survey.

In the first chapter, the sections on the history and the organization of the project, describe the sequence of events leading up to the implementation of the initial phase of the project and subsequent plans to increase the scope of the data collected. A general description of the three parts (forms) of the questionnaire is included.

Of necessity, a number of limitations and assumptions had to be imposed on the interpretation of the data presented in this report. The reader is informed of these and cautioned that any interpretations of the findings should be made with these in mind. A number of suggestions for the use of the data has been prepared and is included in a separate publication entitled, "Utilization of the Follow-Up Study." The study was designed so that many other questions, in addition to those specifically dealt with in this report, can be answered by the data provided.

The second chapter is intended to provide a general overview or description of the graduates and their activities six months after graduation from high school. In addition to the vocational status of the graduates at this time and the reaction of the graduates to their secondary school preparation, a number of other parameters on the group are presented. These include the incidence of marriage, the number of years of attendance in the public schools of Baltimore County, and the number and type of counselor contacts. For those graduates continuing in higher education, an analysis of the multiple arrangements made to finance their education is provided. For those graduates employed full-time, there is a summary analysis of how they learned of their present jobs. Additionally, Chapter Two includes an estimate of the number of graduates who desire further guidance and/or counseling services for vocational, educational, or personal reasons.

Chapter Three contains two sections. Section I includes the incidence of forms distributed to and returned by the graduates. It also provides a breakdown by individual schools and sex for Forms A, B, and C.

Section II summarizes the responses of the 1967 graduates to all 94 questions on the three forms. This section provides a substantial amount of information that is self-evaluative in nature. The reactions of the graduates to their secondary school preparation are included in this section of the report. This data should be of special interest to the professional staff of the county in their efforts with program evaluation. Also included is a substantial amount of objective descriptive data which is a prerequisite when responding with insight and comprehension to the questions of parents and students. The information on such questions as "What means are graduates using to finance their education?" and "Who helps graduates acquire a job?" can be helpful in this regard.

Responses to three multi-phased questions in the survey are the subject of about half of the tables presented in this part of the study. These questions relate to the degree of preparation in high school courses, the amount of help received through guidance services and the school preparation in relation to job skills.

In Chapter Four, a number of correlational type analyses will be presented by crossing or comparing the responses of the graduates on one particular question with the reactions of the same graduates on a second question. For example, the Follow-Up Committee was interested in knowing whether those graduates who had a limited number of counselor contacts were the ones who indicated a further interest in guidance and/or counseling services. Consequently, the responses of the graduates to the incidence of counselor contacts will be crossed with their answers to the question on interest in further guidance and/or counseling services. In a like manner the reactions of the graduates to their preparation in school subjects will be crossed with the number of years graduates attended Baltimore County public schools. Chapter Four will be available at a later date.

HISTORY OF THE FOLLOW-UP STUDY

In order to develop a systematic county-wide follow-up program, a Follow-Up Committee of representative educators, including administrators, teachers, supervisors, and counselors, examined during the school year 1965-1966 the need for and value inherent in such an undertaking. Various school personnel, as well as representatives from colleges and industry, presented to the committee the kinds of information they needed. In turn the committee planned ways to collect the data for these informational needs and also organized procedures that would lead to its optimum use.

As a result of the year long study, the committee recommended that a workshop be held during the summer of 1966. Participants in the 1966 summer workshop included six counselors working closely with the supervisors of guidance and the director of research and consultants from the county's Office of Child Accounting, the Office of Data Processing, and the State Department of Education. This group established the scope of the follow-up program and devised a method of gathering statistical data for descriptive and evaluative studies on Baltimore County public high school graduates. In the initial phase, the immediate goals included the development of basic objectives, the development and design of a questionnaire for the collection of data, and the implementation of a pilot study.

The 1966 Pilot Study, under the leadership of counselors who had participated in the previous summer workshop, was implemented in schools designated for convenience as School A, School B, and School C. At the time of the pilot study, School B served a high socio-economic population and School C served a highly industrialized community. School A seemed to include a combination of many of the characteristics of School B and School C. The three schools were geographically close; however, each school represented a different socio-economic segment of the county population. Counselors from these three schools were purposely selected for the workshop.

In November 1966 a meeting was held to familiarize all counselors in the county with the study, and during the 1966 Christmas holidays a questionnaire was sent to the June 1966 graduates of the three high schools. Approximately 80 percent (1254) of the total number of graduates surveyed returned the questionnaires. The total returns from the three schools represented approximately 17 percent of the county's total graduating population. Additional clerical help was secured for one month in each of the three schools to help with the mechanics of the survey. A meeting was held in April 1967 to familiarize the principals of the sixteen Baltimore County public high schools with the preliminary results of the 1966 Pilot Study and to inform them of the comprehensive survey scheduled with all of the 1967 graduates.

During the workshop held during the summer of 1967 a statistical summary of the 1966 Pilot Study was prepared for publication. The format of certain questions included on the original questionnaire was revised in light of the experiences gained from the 1966 Pilot Study, and the forms were redesigned to be processed electronically. Two new forms, Form D and Form E, were developed for use with college admissions officers and employers. Use of these two forms on a sampling basis is planned for a later date.

Additional follow-up studies to survey a given set of graduates on a 1-3-5 year basis were considered and have been scheduled as part of the total Follow-Up Project. Such findings will be studied in relation to the results of earlier questionnaires and will provide depth and scope to the project.

The composition of the summer workshops was designed to lend continuity to the projects. The members of the 1966 workshop were selected to implement the Pilot Study. The 1967 workshop members consisted of three counselors from the original workshop and three new members, one of whom was a participant in the 1965-1966 school year study. The 1968 summer workshop again consisted of three counselors from the previous year's workshop and three counselors who had not previously participated. Members of the county research department, the curriculum office, and the guidance office, participated in all the workshops.

ORGANIZATION

Profiting from the experiences of the participating schools in the Pilot Follow-Up Study, an effort was made in the spring of 1967 in all sixteen Baltimore County public high schools to orient all seniors to the follow-up study. Considerable importance was attached to the orientation program.

In the fall of 1967, counselors participated in various meetings related to the organization and handling of the Follow-Up Study. These counselors in turn conveyed this information to local high school personnel and preparations were made for implementation of the study.

In December 1967, the comprehensive Follow-Up Study was initiated and conducted by the guidance department in each senior high school. A clerical worker was assigned to assist with the distribution and collection of the questionnaires. The forms on which the names of the graduates were pre-printed by the Office of Child Accounting were then forwarded to each high school. In addition to the three forms, which comprised the questionnaire, a self-addressed, stamped return envelope and a letter from the counselor were mailed to each graduate. The questionnaire consisted of three Digitek forms -- Form A, Form B and Form C. All graduates completed Form A, which was designed to obtain general information. Each graduate also completed either Form B, designed for graduates attending school full-time, or Form C, designed for graduates in all other categories. Telephone contacts and additional mailings were made to individuals not returning the questionnaire after a two-week period. In March the forms were sent to the Office of Child Accounting for processing. Approximately 75 percent of the total number of 1967 graduates (7223) surveyed returned the questionnaires.

Three computer programs were developed simultaneously with the development of the forms. Program one provided analysis of returns by form. A second program analyzed the responses of the graduates to each question listed on the three forms. Program three provided the cross-comparisons of the graduates' responses to one question with the responses of the same graduates to a second.

Continuous planning and dissemination of the results of the Follow-Up Project was a built-in necessity for those responsible for the study. Through the medium of television, information about the origin, purposes, and uses of the Follow-Up Study has been presented to the public. Additionally, plans have been made to distribute the study on a county-wide basis and, most important, guidelines have been developed for the interpretation and utilization of the data by individual high schools.

ASSUMPTIONS AND LIMITATIONS

The intent of this section of the report is to inform the reader of certain assumptions and limitations that should be recognized and considered in the interpretation of the data. These assumptions and limitations seemed to cluster around three topics: (1) the questionnaire, (2) the committee which prepared the study, and (3) the graduates themselves.

The questionnaire was designed and is assumed to be valid in terms of the goals set forth by the original Follow-Up Committee. Subsequent use of the questionnaire, however, has led to a number of refinements in the instrument. For example, the analysis of the responses to particular questions mandated that these questions be changed. Additionally, work with the Digitek forms uncovered some limitations inherent in the design and format of the questionnaire. For example, the fact that students had to choose among pre-arranged answers and were not allowed write-in answers was a limitation. Another limitation occurred when the location of specific questions on the form and/or the length of the form discouraged completion of these questions. Some misinterpretation of terminology and some technical difficulties in compiling results may have influenced the interpretation of the results. Regardless of these limitations, it is assumed that the questionnaire still reflected the goals of the study.

Like most groups that include individuals with comparable training and educational background, the Follow-Up Committee members were subject to similar biases. Consequently, it is assumed that the composition of the committee influenced the interpretations made from the data.

It is assumed that the large response -- 75 percent of the graduating class -- indicates a genuine interest on their part. It is also assumed that this 75 percent constituted a representative cross-section of the entire group. It is assumed that the graduates responded to the best of their ability and that bias or incorrect responses were minimal and will not substantially affect the conclusions drawn. It appears safe to assume that the use of a relatively large sample size has satisfactorily limited the effect of error or bias. The report, however, reflects the feelings of graduates of all sixteen high schools only six months after graduation and has not yet been substantiated by other data from industry, post-high school institutions, and/or faculty members. Additionally, the reactions and/or the feelings of high school drop-outs were not included.

IMPLICATIONS

The implications and a number of suggestions for the use of the data have been prepared and are included in a separate publication entitled, "Utilization of the Follow-Up Study." Copies of this release can be obtained from the Office of Guidance for the Baltimore County public schools.

CHAPTER TWO -- GENERAL OVERVIEW OF THE 1967 GRADUATES

INTRODUCTION

Chapter Two is designed to provide the reader with an overview of the graduates' responses to the three forms of the Follow-Up Questionnaire. Readers who are interested in a more detailed, in-depth analysis of the responses to the questionnaire are referred to Chapter Three of this report.

Chapter Two is organized into three sections. Section I contains the responses of all graduates to Form A of the questionnaire. Section II records the responses of the graduates who were attending school full-time. Section III contains the reactions of all other graduates, that is, those not attending school full-time. A summary of the questionnaire is included in the final part of Chapter Two.

The alpha-numeric designations, i.e., A-2, recorded within the parentheses after each question denote the form (Forms A, B, or C), the location of the question, and the number of the question.

SECTION I -- ALL GRADUATES RESPONDING TO FORM A

In December 1967, questionnaires were mailed to 7223 graduates, representing all of the 1967 graduates of the 16 Baltimore County public high schools. Form A of the questionnaire gathered data of a general nature. A total of 5425 (75.1 percent) graduates responded to this form of the questionnaire.

The questions included on Form A were designed to provide information concerning such factors as marital status, years of attendance in Baltimore County public schools, interest in further counseling, and grades in which graduates decided on post-high school programs of study. A knowledge of the graduates' current status and activities is basic to the objectives and design of the entire follow-up study.

WHAT WAS THE MARITAL STATUS OF THE GRADUATES? (A-2) Less than six percent of the graduates who responded to the questionnaire were married. Married girls outnumbered married boys in a ratio of four to one.

HOW MANY YEARS DID THE GRADUATES ATTEND THE BALTIMORE COUNTY PUBLIC SCHOOLS? (A-4) Figure 1 summarizes the number of years the graduates attended Baltimore County public schools.

The information recorded in Figure 1 indicates that approximately 60 percent of the graduates who responded to the questionnaire had attended Baltimore County public schools for 12 or more years. Approximately 75 percent of the responding graduates had attended six years or more.

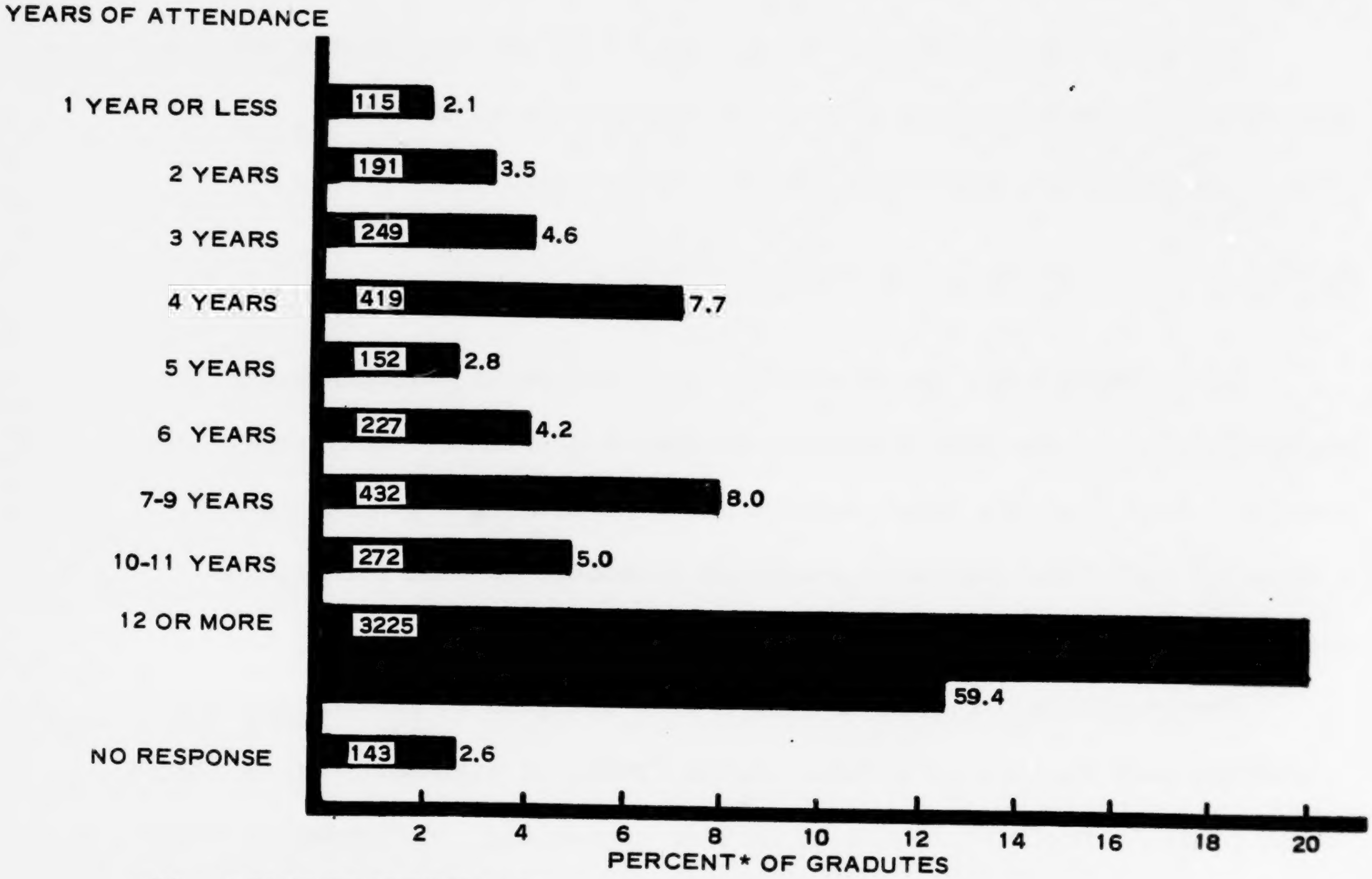


FIG. 1 YEARS OF ATTENDANCE

*PERCENTS BASED ON THE TOTAL NUMBER OF GRADUATES RESPONDING TO FORM A1 OF THE QUESTIONNAIRE (5425).

Inference: In the expanding school population of Baltimore County (an approximate 4,000 increase per year) the previous figures reflect a degree of stability. Internal mobility from one Baltimore County public school to another, however, is a factor that was not considered in this survey.

Statistics from other available sources indicate that over 20 percent of the school age children in Baltimore County attend non-public schools. In addition to the students from non-public schools who annually transfer into Baltimore County public schools, a number of students enter Baltimore County public schools from geographic areas outside the county. The extent of the pupil mobility has implications for all phases of educational planning.

HOW DID THE GRADUATES REACT TO THEIR PREPARATION IN SELECTED SUBJECT AREAS? (A-6) Figure 2 presents the reactions of the graduates to the degree of preparation in specific subject areas. Percents for any given subject in Figure 2 are based on the total number of graduates who specified their amount of preparation in that subject. Graduates who omitted the question or marked "Does Not Apply" are not included in Figure 2.

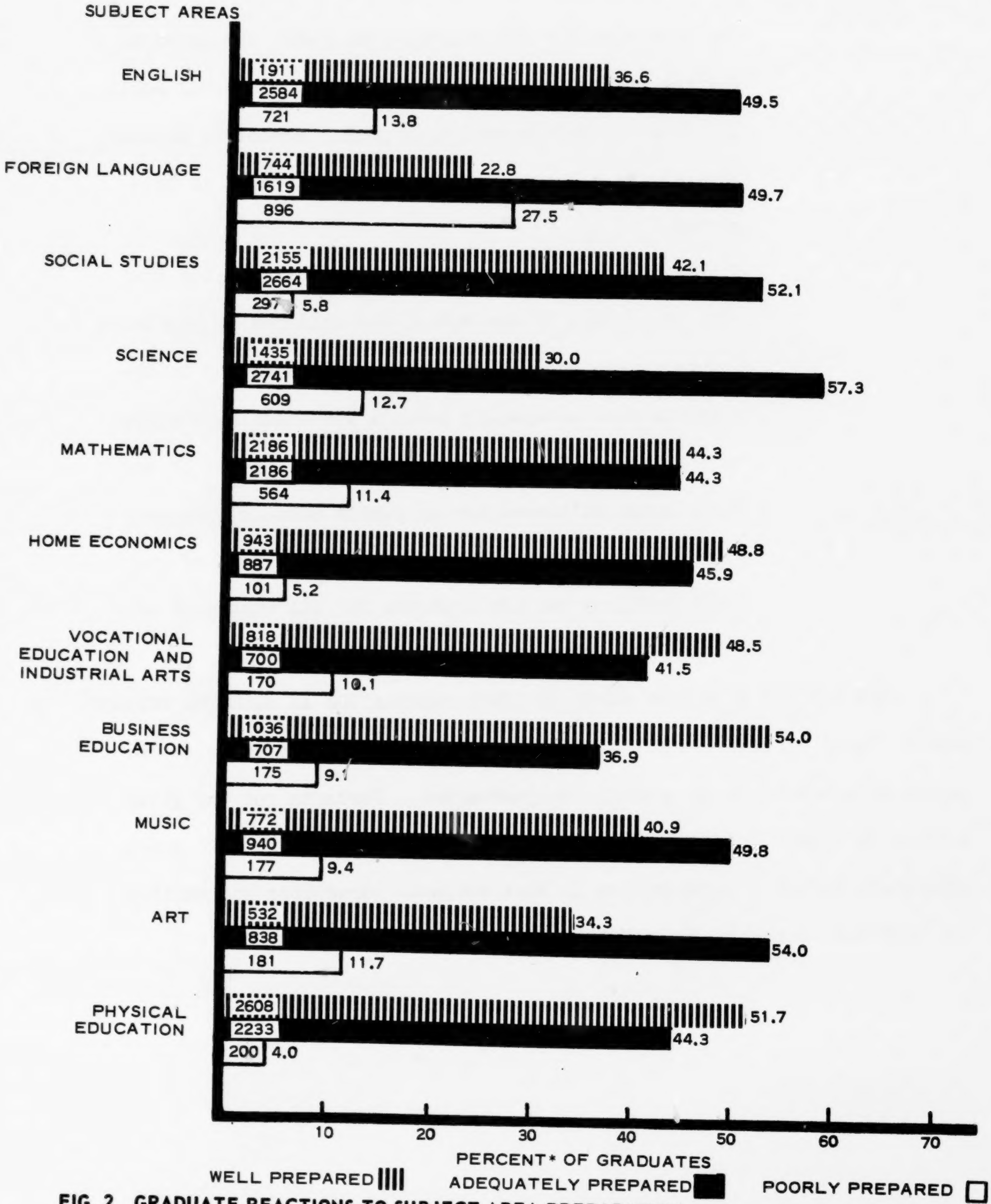


FIG. 2 GRADUATE REACTIONS TO SUBJECT AREA PREPARATION

*PERCENTS FOR EACH SUBJECT AREA ARE BASED ON TOTAL NUMBER OF GRADUATES WHO SPECIFIED THEIR AMOUNT OF PREPARATION. GRADUATES WHO OMITTED THE QUESTION OR WHO MARKED "DOES NOT APPLY" ARE NOT INCLUDED IN THIS FIGURE.

In all subject areas the majority of the graduates who responded to their degree of preparation indicated that they were adequately or well prepared. The reader should note that the percents reported in Figure 2 were generated from bases that differed substantially in size. In English, social studies, mathematics, and science, the percents were based on a larger number of graduates than in foreign language, music, art, home economics, and industrial arts. The latter condition reflected the elective nature of these subjects.

Little difference existed in the degree of preparation among the subject areas. The combined "Well Prepared" and "Adequately Prepared" responses ranged from 72.5 percent in foreign language to 96.0 percent in physical education.

In the subject areas where the graduates marked "Poorly Prepared," many indicated that the reason for their poor preparation was a "Lack of Study Habits and Skills."

Inference: Although the majority of graduates considered themselves "Adequately Prepared" or "Well Prepared," those who indicated otherwise may suggest a need for greater emphasis upon the teaching of skills pertinent to the specific disciplines as well as emphasis on general study habits and skills.

WHAT WAS THE OCCUPATIONAL STATUS OF THE GRADUATES? (A-7) Figures 3 and 4 summarize the occupational status of the graduates. Figure 3 indicates the percent of graduates who were employed full-time, or part-time, or not at all. Figure 4 indicates the percent of graduates employed in different occupational groups.

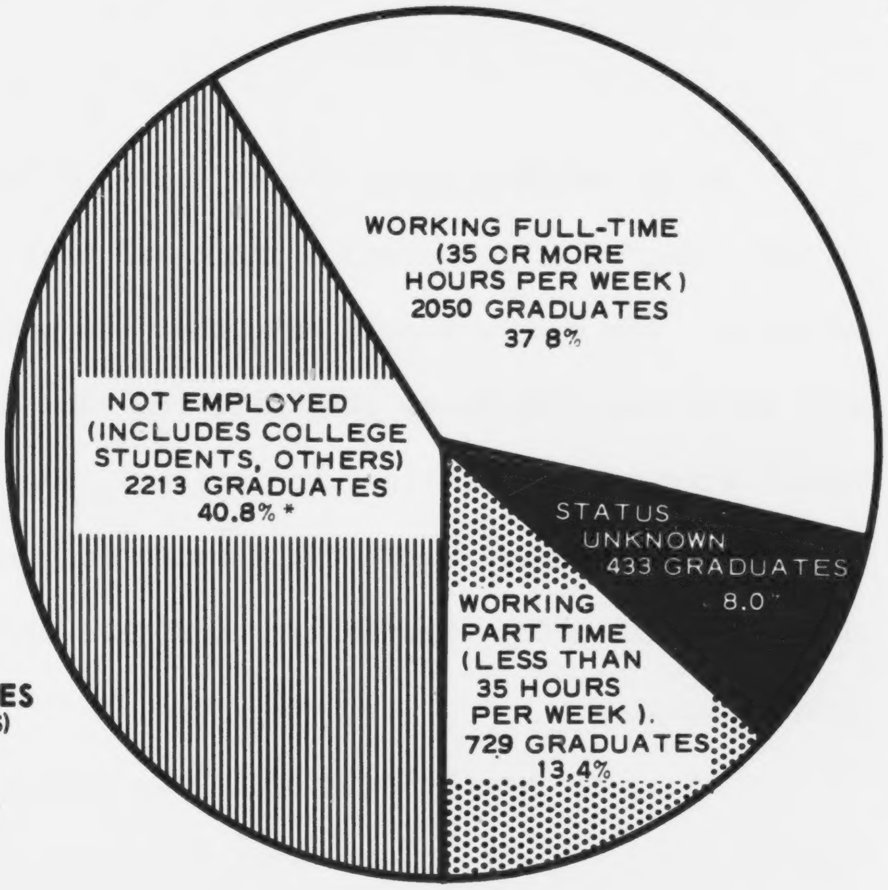


FIG. 3 OCCUPATIONAL STATUS OF GRADUATES
(INCLUDES FULL-TIME COLLEGE STUDENTS)

*PERCENTS BASED ON TOTAL NUMBER OF GRADUATES RESPONDING TO FORM A1 OF THE QUESTIONAIRE (5425).

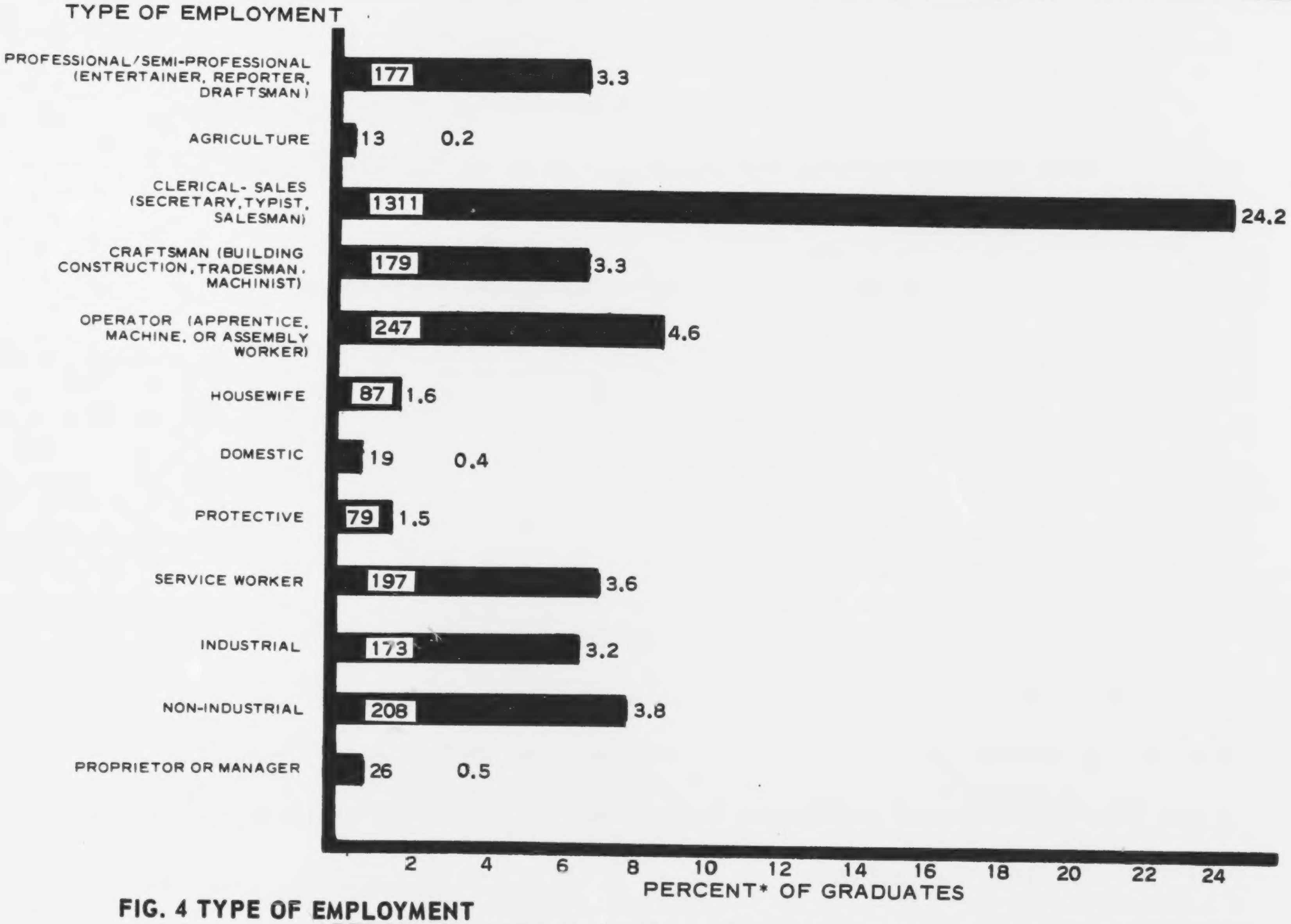


FIG. 4 TYPE OF EMPLOYMENT

*PERCENTS BASED ON TOTAL NUMBER OF GRADUATES RESPONDING TO FORM A1 OF THE QUESTIONNAIRE (5425).

Approximately 38 percent of the graduates who responded to the questionnaire were employed full-time and more than 13 percent were working part-time (34 hours or less). Although about 40 percent indicated that they were not employed full or part-time, this figure included both college students and homemakers who, in many instances, did not seek jobs.

In jobs where graduates were working full or part-time, clerical-sales work was the most frequently reported category. The response to this accounts for almost half of the working force.

WHAT WAS THE DEGREE OF HELP THE GRADUATES RECEIVED FROM THEIR HIGH SCHOOL GUIDANCE SERVICES? (A-8) A summary of the graduates' response to the degree of help received from high school guidance services is presented in Figure 5. The reader should be aware that the areas of help listed may or may not be applicable to all graduates and were subject to the individual's interpretation of his need for a specific guidance service.

In general, the graduates who specified the amount of help received from high school guidance services expressed satisfaction with this help.

There were certain areas listed where one tended to expect a limited need. For example, "Help In Seeking Financial Aid" was probably needed only by those who planned to attend college. For the most part, "Military Service Information" was limited to the needs of boys. These areas and "Seeking Employment" account for the large number of "None" responses in Figure 5.

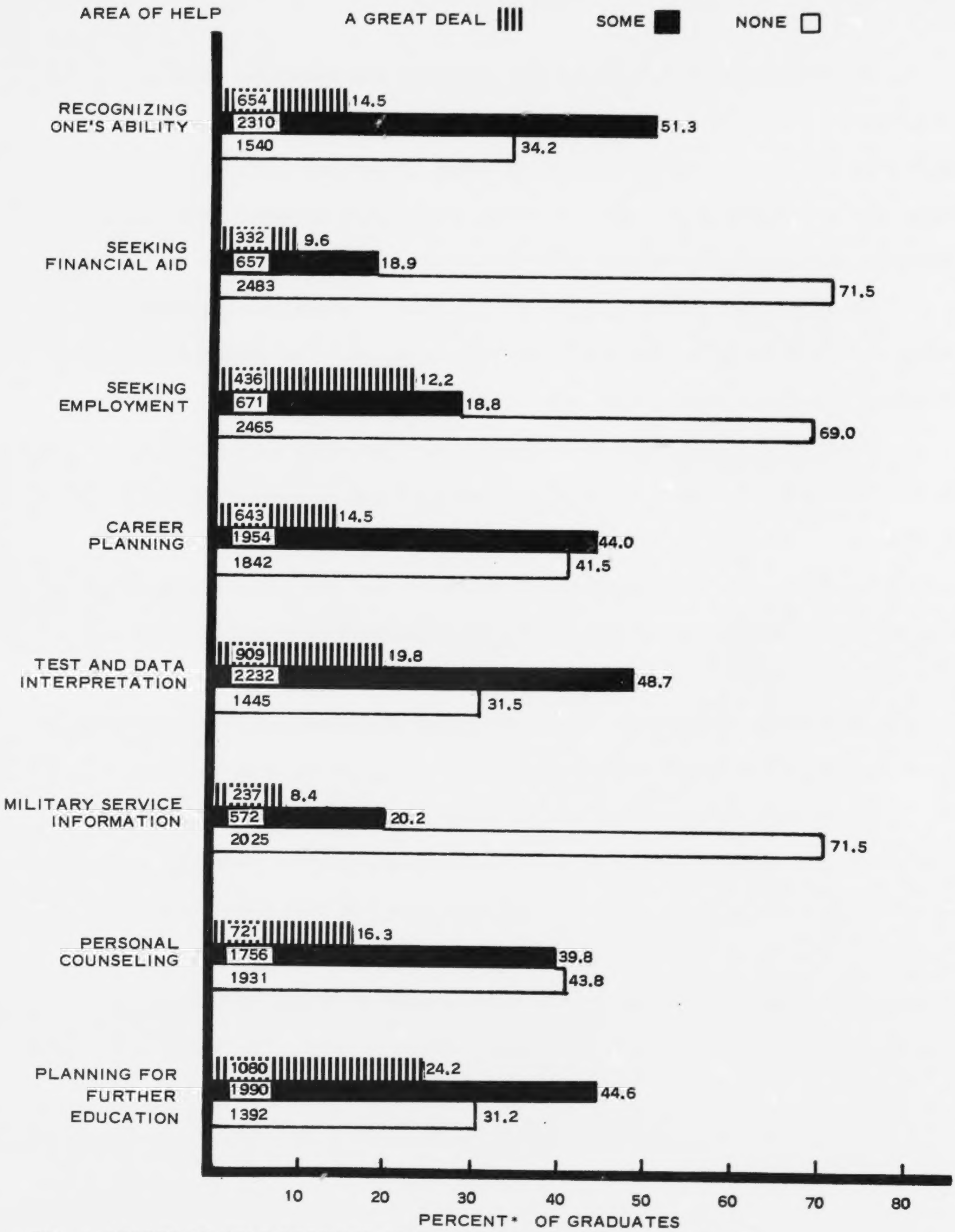


FIG. 5 DEGREE OF HELP RECEIVED FROM HIGH SCHOOL GUIDANCE SERVICES

*PERCENTS FOR EACH GUIDANCE SERVICE ARE BASED ON THE TOTAL NUMBER OF GRADUATES WHO SPECIFIED THE AMOUNT OF HELP RECEIVED. GRADUATES WHO OMITTED THE QUESTION OR WHO MARKED "DOES NOT APPLY" ARE NOT INCLUDED IN THIS FIGURE.

DID THE GRADUATES EXPRESS AN INTEREST IN POST-HIGH SCHOOL COUNSELING?
(A-11) **Figure 6 summarizes the graduates' interest in further counseling. On Form A this question allowed graduates to indicate interest in any one of three types of post-high school counseling -- educational, vocational, and personal.**

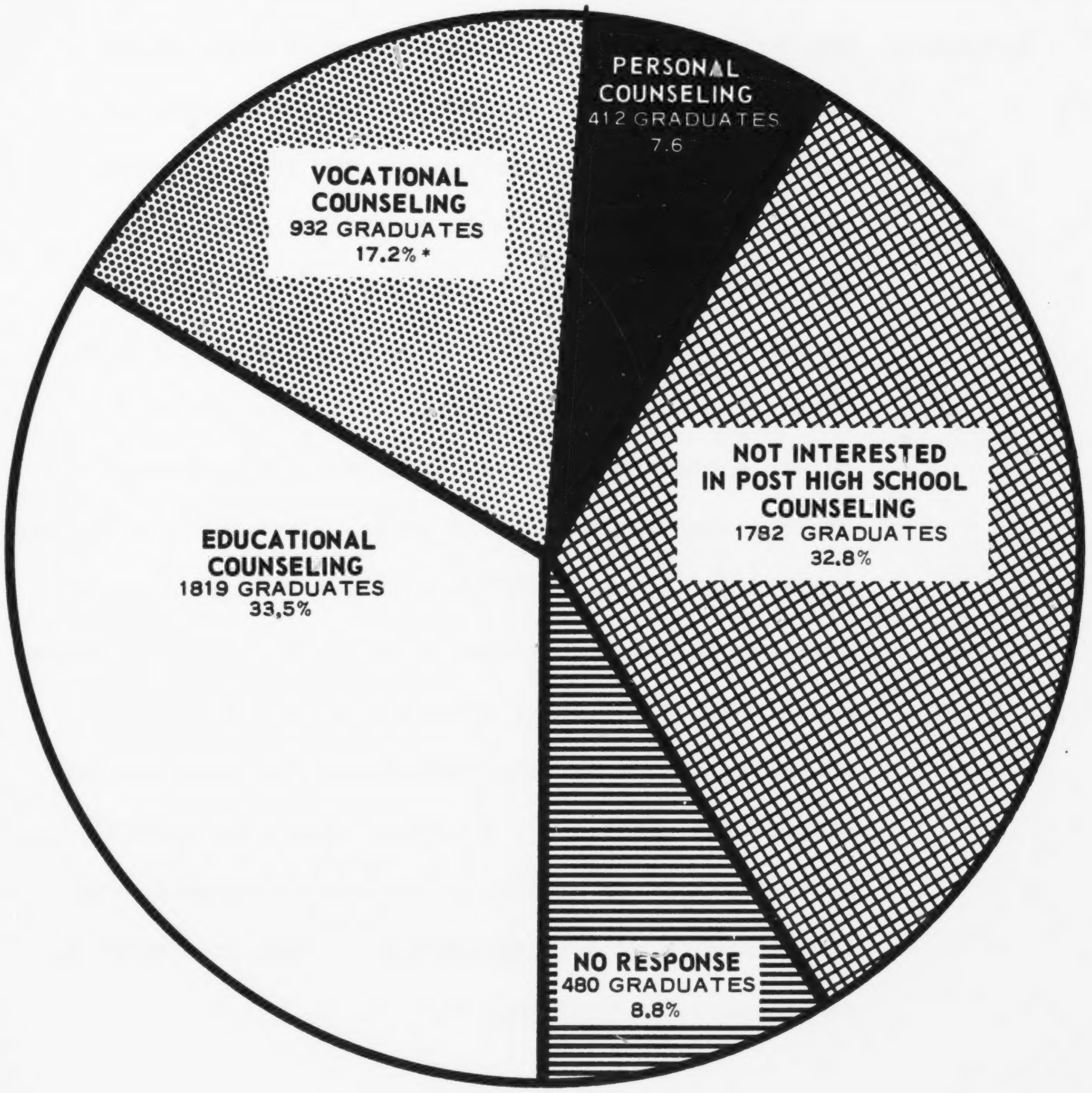


FIG. 6 COUNSELING NEEDS OF GRADUATES

* PERCENTS BASED ON TOTAL NUMBER OF GRADUATES RESPONDING TO FORM A1 OF THE QUESTIONNAIRE (5425).

Nearly three-fifths of all graduates who responded to the questionnaire indicated an interest in receiving various types of counseling and guidance services after leaving school. Of the total number of graduates responding to the survey, about one-half, or 2751 students, requested educational and/or vocational counseling services. Approximately 400 students expressed a desire for help with personal problems.

Inference: The percent of graduates desiring post-high school guidance services in the educational-vocational area may reflect an uncertainty about the future aspirations of the graduates. This uncertainty suggests that they are aware that they may change their educational-vocational aspirations during their life time. These graduates may see the school counselor as a valuable resource in their efforts to make further choices applicable to their needs. Therefore, a further exploration of the need for an extension of guidance services beyond high school appears warranted. Perhaps consideration should be given to the possibility of additional staffing, staggered hours for existing personnel, the creation of a mobile counseling unit(s), centrally located offices apart from any school, and the expansion of guidance services associated with the adult education program.

HOW MANY INDIVIDUAL OR GROUP CONTACTS DID THE GRADUATES HAVE WITH THEIR COUNSELOR? (A-9) Figure 7 summarizes the number of contacts the graduates had with the school counselor.

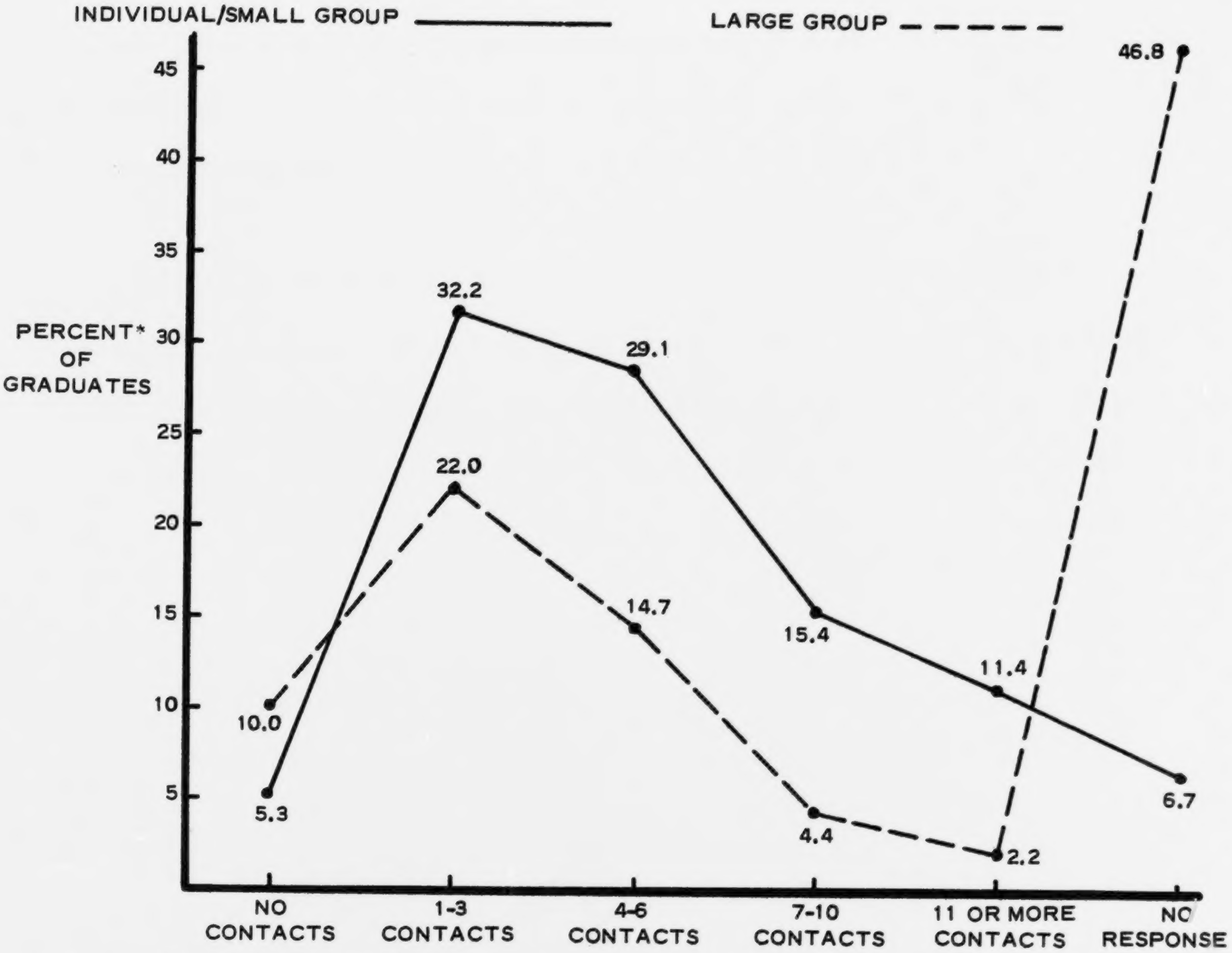


FIG. 7 NUMBER OF CONTACTS WITH SCHOOL COUNSELORS
*PERCENTS BASED ON THE TOTAL NUMBER OF GRADUATES RESPONDING TO FORM A 1 OF THE QUESTIONNAIRE (5425).

Approximately 88 percent of the graduates who responded to the questionnaire reported that they had one or more individual or small group contacts with their school counselor. Another 5.3 percent indicated that they had no individual or small group contacts with counselors. The remainder did not respond to the question.

The number of large group contacts appeared somewhat smaller than the number of individual or small group contacts.

Inference: The somewhat smaller number of large group contacts suggests a need to re-examine the counselor's role in and the students orientation to large group contacts. Additionally, the design of the question itself may have contributed to the small response indicating large group contacts.

WHAT WAS THE EDUCATIONAL STATUS OF THE GRADUATES? (A-10) In Figure 8 and Figure 9, the educational status of the graduates is presented. Figure 8 indicates the percent of graduates attending school full-time, attending school part-time, and not attending school. Figure 9 indicates the types of schools the graduates were attending.

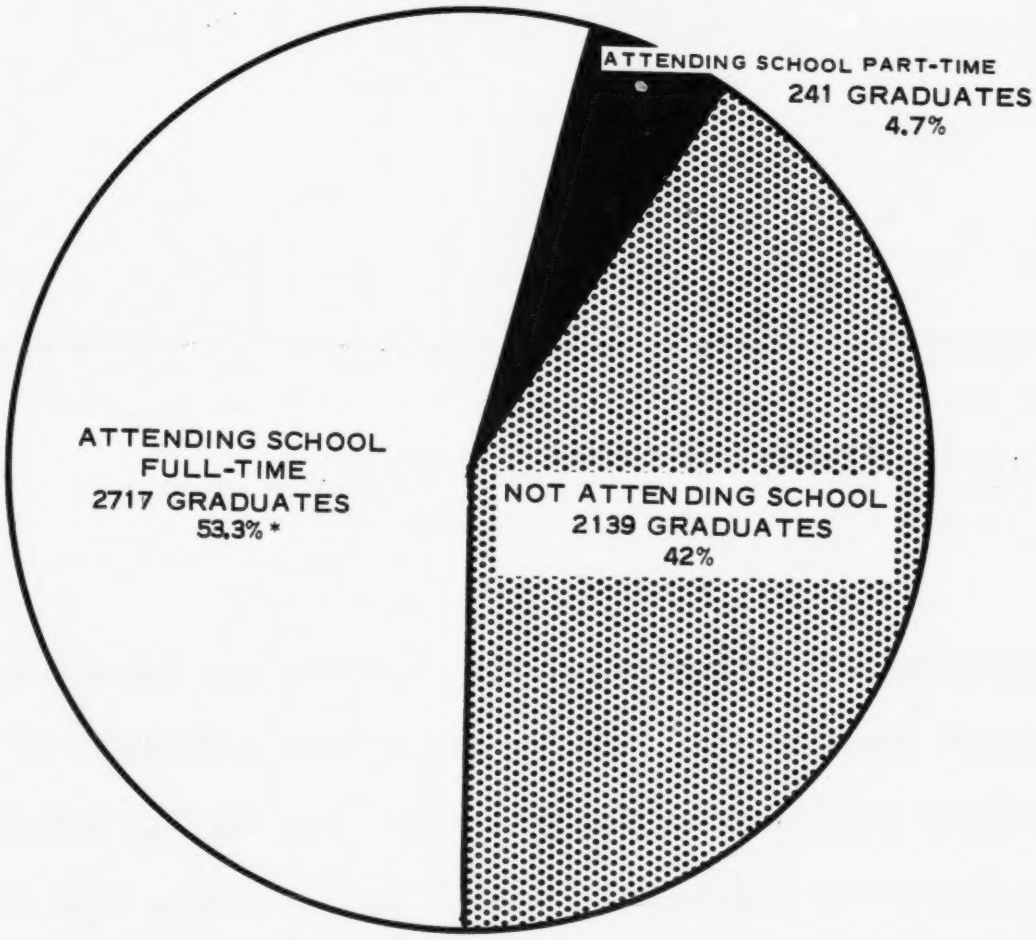


FIG. 8 EDUCATIONAL STATUS OF GRADUATES
*PERCENTS BASED ON THE TOTAL NUMBER OF GRADUATES RESPONDING TO THE QUESTION (5097).

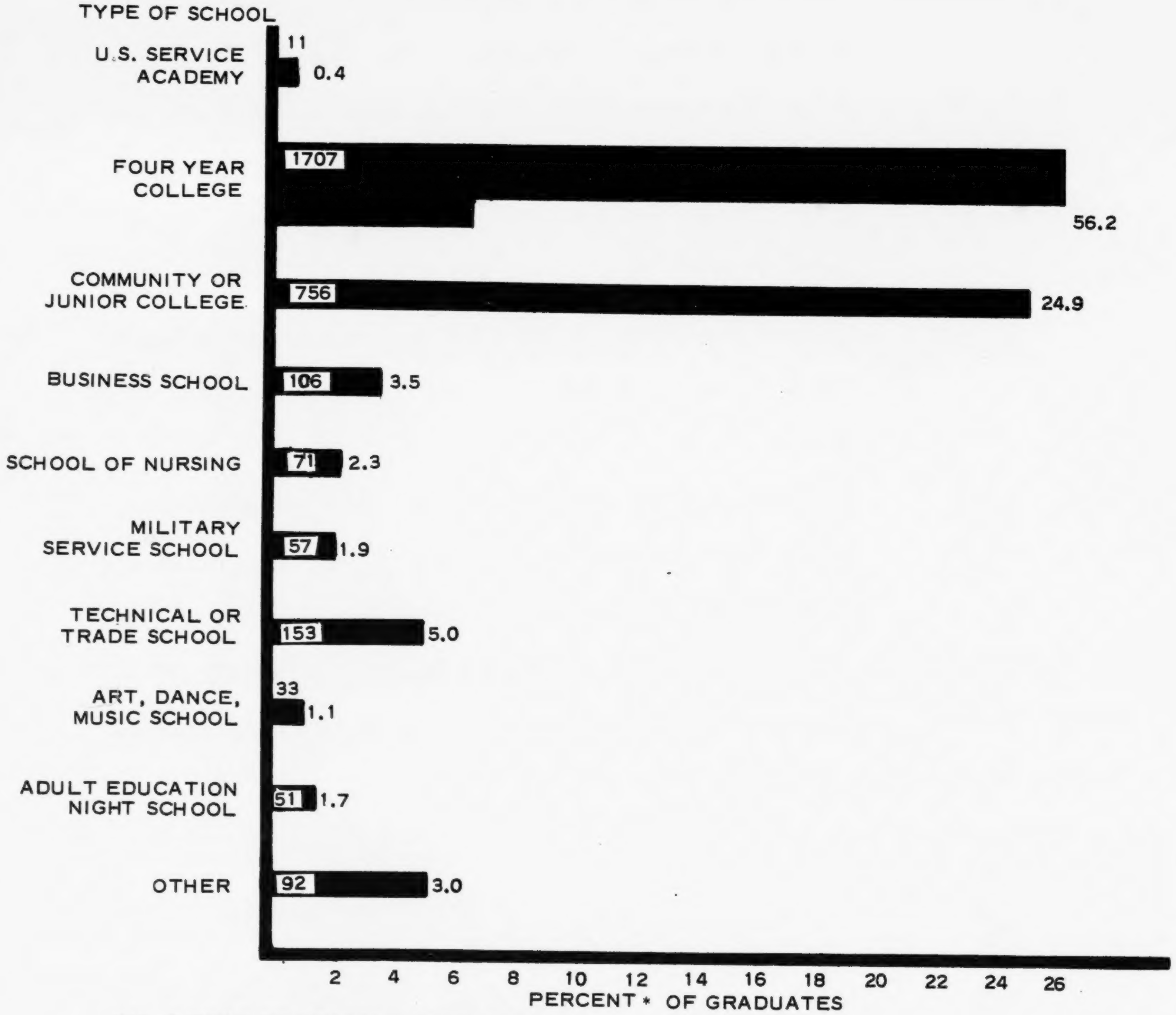


FIG. 9 TYPE OF SCHOOLS ATTENDING

*PERCENTS ARE BASED ON THE TOTAL NUMBER OF GRADUATES RESPONDING TO THE QUESTION (3037).

Over 53 percent of the graduates who responded to the question reported that they were attending school full-time. Of this group, more than one-half were attending four-year colleges and approximately one-fourth were attending community or junior colleges. Approximately five percent of the graduates who responded to the question were attending school part-time.

Inference: The survey of the 1967 graduates, when compared to the 1966 pilot study, indicates an increase in the percent of graduates attending school. This increase was realized for both the four-year colleges (1966, 51.3% -- 1967, 56.2%) and the community colleges (1966, 15.8% -- 1967, 24.9%). These figures also reveal that the percent of Baltimore County graduates attending college tends to be considerably higher than the national average.

It seems safe to infer that these data represent the educational posture of a community that recognizes the need for and importance of continuing education.

WHEN DID THE GRADUATES DECIDE ON A POST-HIGH SCHOOL PROGRAM OF STUDY? (A-12) Figure 10 indicates that grade in which the graduates decided on a program of study.

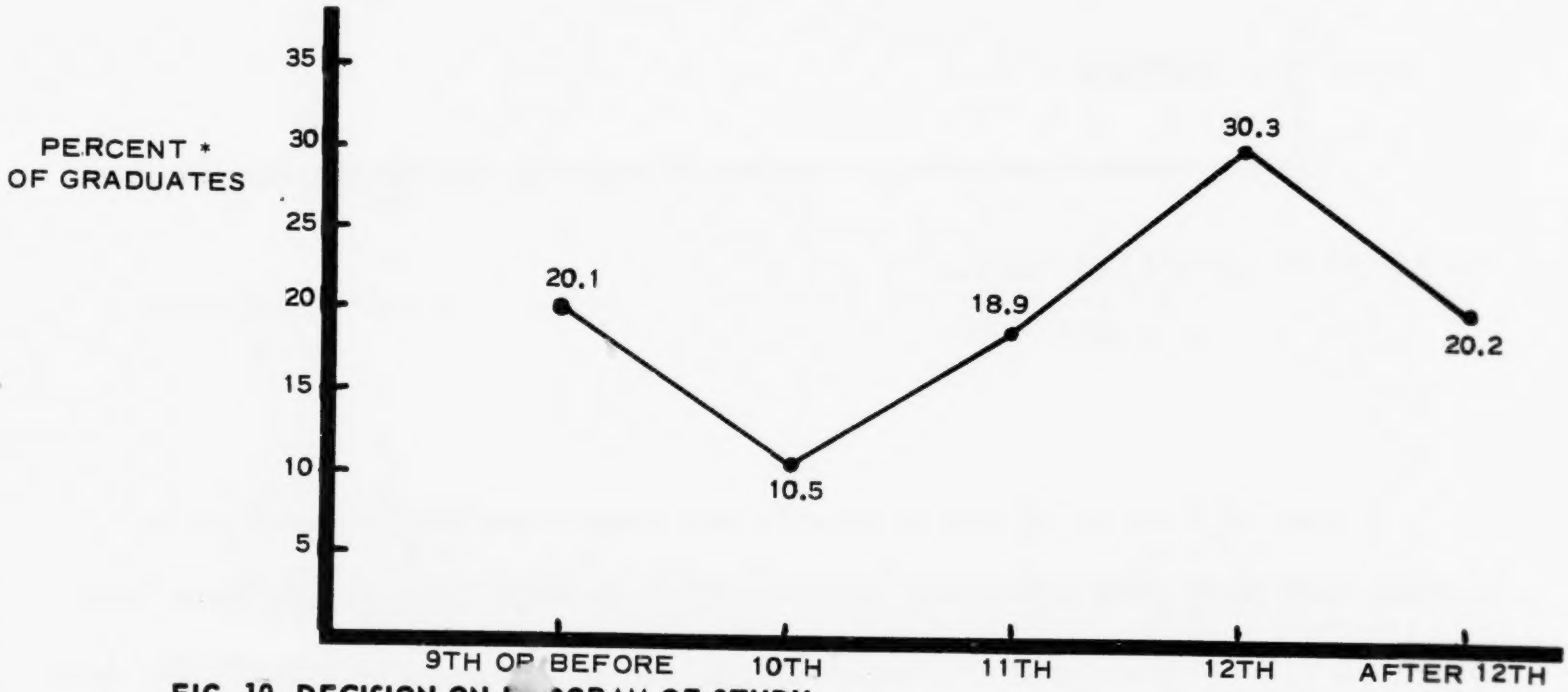


FIG. 10 DECISION ON PROGRAM OF STUDY
* PERCENTS ARE BASED ON THE NUMBER OF GRADUATES RESPONDING TO THE QUESTION (3027).

During the senior high school years there was an increase in making decisions on a post-high school program of study from a low of 10.5 percent who decided in grade ten to a high of 30.3 percent who decided in grade twelve. Approximately 20 percent of the graduates who responded to the question indicated that they made their decision on a post-high school program of study during or prior to grade nine. Conversely, over 20 percent postponed their decision until the completion of the senior high school years.

Inference: The data tended to support current occupational and educational choice theories that suggest career decisions, one of which is course selection, are made over long periods of time and are subject to re-evaluation and change. According to the pattern shown by the study, some graduates are expected to make decisions in their post-high school years. This emphasizes the need for additional post-high school counseling services.

SUMMARY

1. Less than six percent of the graduates were married.
2. Approximately 75 percent of the graduates who responded to the questionnaire attended Baltimore County public schools for six or more years.
3. In all subject areas the majority of the graduates who responded to the question regarding their degree of preparation considered themselves well or adequately prepared.
4. Approximately 38 percent of the graduates were employed full-time. The greatest number of graduates were employed in clerical-sales occupations.

5. Approximately 53 percent of the graduates responding to the question about their educational status indicated they were attending school full-time.
6. Of the graduates who indicated they were attending school, over 56 percent attended four-year colleges. Another 24.9 percent attended community or junior colleges.
7. Approximately one-half of the graduates who were attending school and responded to the question indicated that they made their choice of a program of post-high school studies during the eleventh and twelfth grades. Approximately 20 percent decided upon their choice after leaving the secondary school.
8. In general, the graduates who specified the amount of help received from high school guidance services were satisfied with this help.
9. Approximately 88 percent of the graduates who responded to the study reported that they had one or more contacts with their school counselor.
10. A large number of graduates were interested in further counseling.

SECTION II -- ALL GRADUATES RESPONDING TO FORM B

Form B was completed by all graduates attending school full-time. This group, however, did not include those graduates who were attending school part-time. Of the 5425 graduates who responded to the follow-up study, approximately 52.6 percent, or 2854 graduates, indicated that they were attending school on a full-time basis. The types of schools attended included four-year colleges, community and junior colleges, business colleges, schools of nursing, and technical and trade schools.

The data presented in this section of the report records the reaction of the graduates to a number of questions pertinent to attending school full-time.

WHERE DID BALTIMORE COUNTY GRADUATES ATTEND SCHOOL FULL-TIME?

(B-1,2) A graphic analysis of the geographical location of the schools that Baltimore County graduates are attending full-time is presented in Figure 11. In Figure 11 the 2196 graduates which appear in the Maryland section include the 980 graduates shown for Baltimore County.

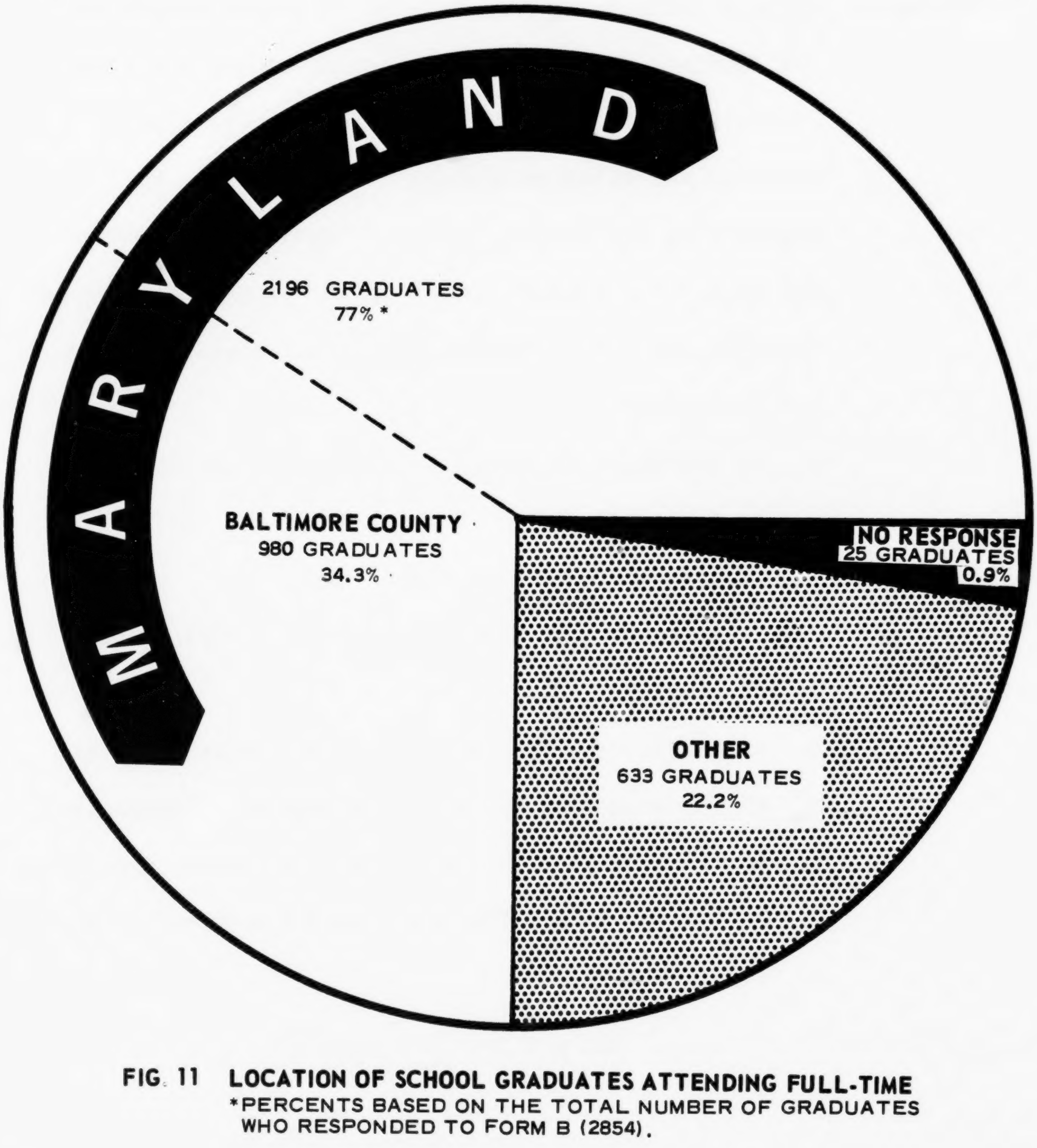


FIG. 11 LOCATION OF SCHOOL GRADUATES ATTENDING FULL-TIME
*PERCENTS BASED ON THE TOTAL NUMBER OF GRADUATES WHO RESPONDED TO FORM B (2854).

Approximately 75 percent of the graduates who were attending school full-time were enrolled in schools located in Maryland. Almost one-half of those attending Maryland schools were enrolled in schools located in Baltimore County. The survey data, also, indicated that more than one-half of the students who were attending school full-time were living at home.

Inference: Factors influencing the decision to attend school in the Maryland area included location, course offerings, reputation, finances, and admission requirements. Location was cited as a major consideration. This suggests to all persons involved in college selection the need for a greater understanding of the colleges in the Maryland area. This understanding should include the following:

1. An awareness of changing admission policies
2. An awareness of the changing roles and offerings of established institutions
3. A recognition of the roles and the offerings of new institutions
4. An emphasis on the importance and availability of higher education for a greater number of graduates
5. An awareness of the educational, economic, and social characteristics peculiar to each Maryland college.

HOW REALISTIC WERE THE GRADUATES IN SELECTING A SCHOOL FOR POST-HIGH SCHOOL TRAINING? (B-3,4,5,6) A summary of the number of schools to which graduates applied and by which they were accepted by is presented in Figure 12.

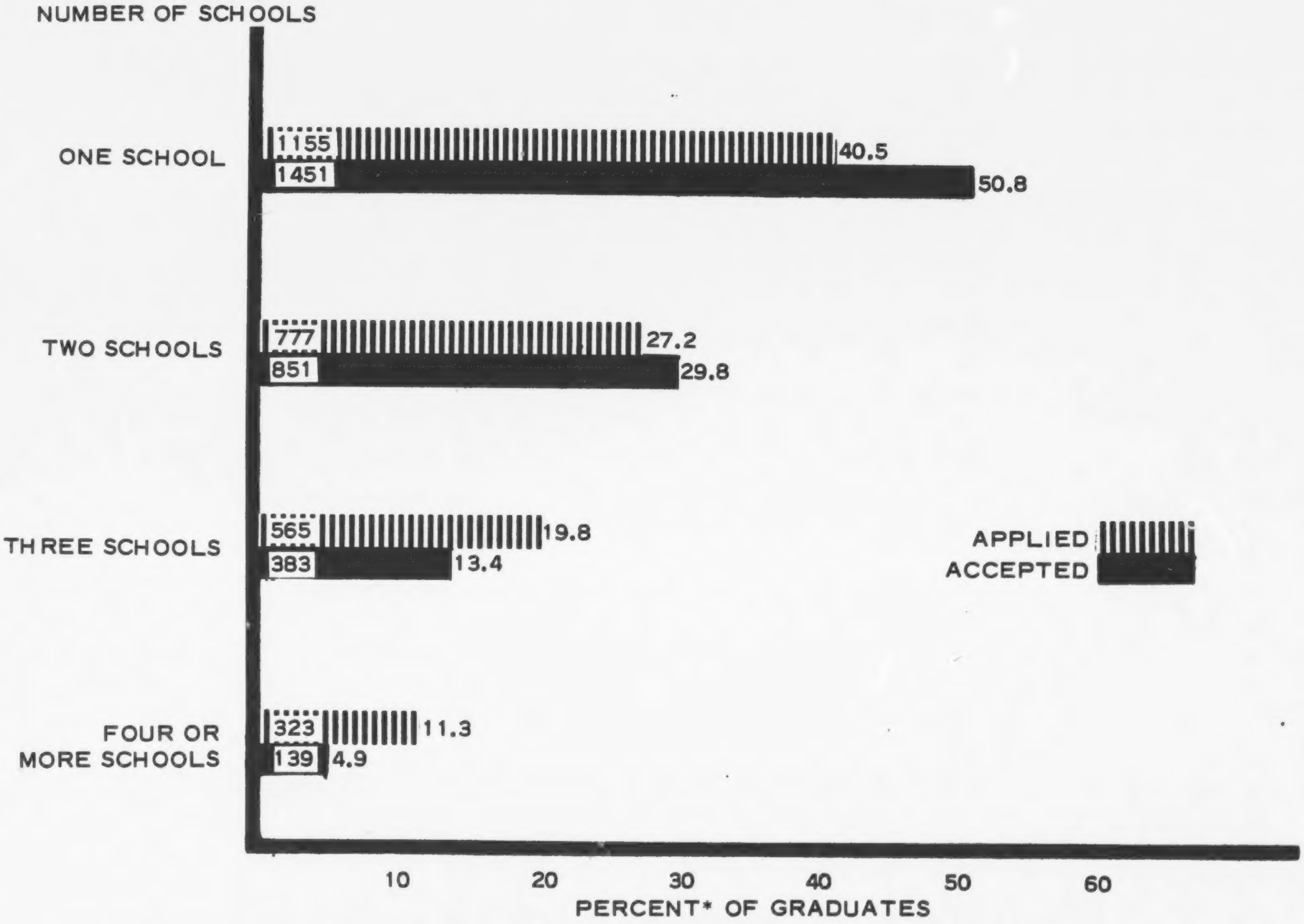


FIG. 12 NUMBER OF SCHOOLS GRADUATES APPLIED TO AND WERE ACCEPTED BY
* PERCENTS BASED ON THE TOTAL NUMBER OF GRADUATES WHO RESPONDED TO FORM B OF THE QUESTIONAIRE (2854).

The largest number of graduates attending school full-time applied to only one school. Approximately 68 percent of the graduates applied to no more than two schools.

Approximately 51 percent of the graduates were accepted by one school, 30 percent by two schools, and 13 percent by three schools.

More than 86 percent of the graduates who were attending school full-time were accepted by the school of their first choice. Correspondingly, approximately 13 percent were not accepted at the school of their first choice.

More than 75 percent of the graduates attending school full-time were attending the school of their first choice, while approximately 17 percent were attending the school of their second choice.

Inference: The substantial number of graduates who applied to only one school suggests a realistic appraisal of themselves in relation to the institutions most acceptable to their purposes.

The selectivity as well as the cost associated with private schools and other institutions necessitated that graduates seeking admission to these kinds of institutions apply to one or two other schools. The large number of graduates who were accepted by the schools of their first choice reflects a degree of realism on the part of the graduates. The availability of adequate informational services to make such choices also may be implied.

WHAT WERE THE FACTORS AND WHO WERE THE PEOPLE THAT MOST INFLUENCED GRADUATES IN THE SELECTION OF A SCHOOL? (B-8,9) Figure 13 summarizes those factors which most influenced the graduates' choice of a school. A summary of the persons who most influenced their choice is presented in Figure 14.

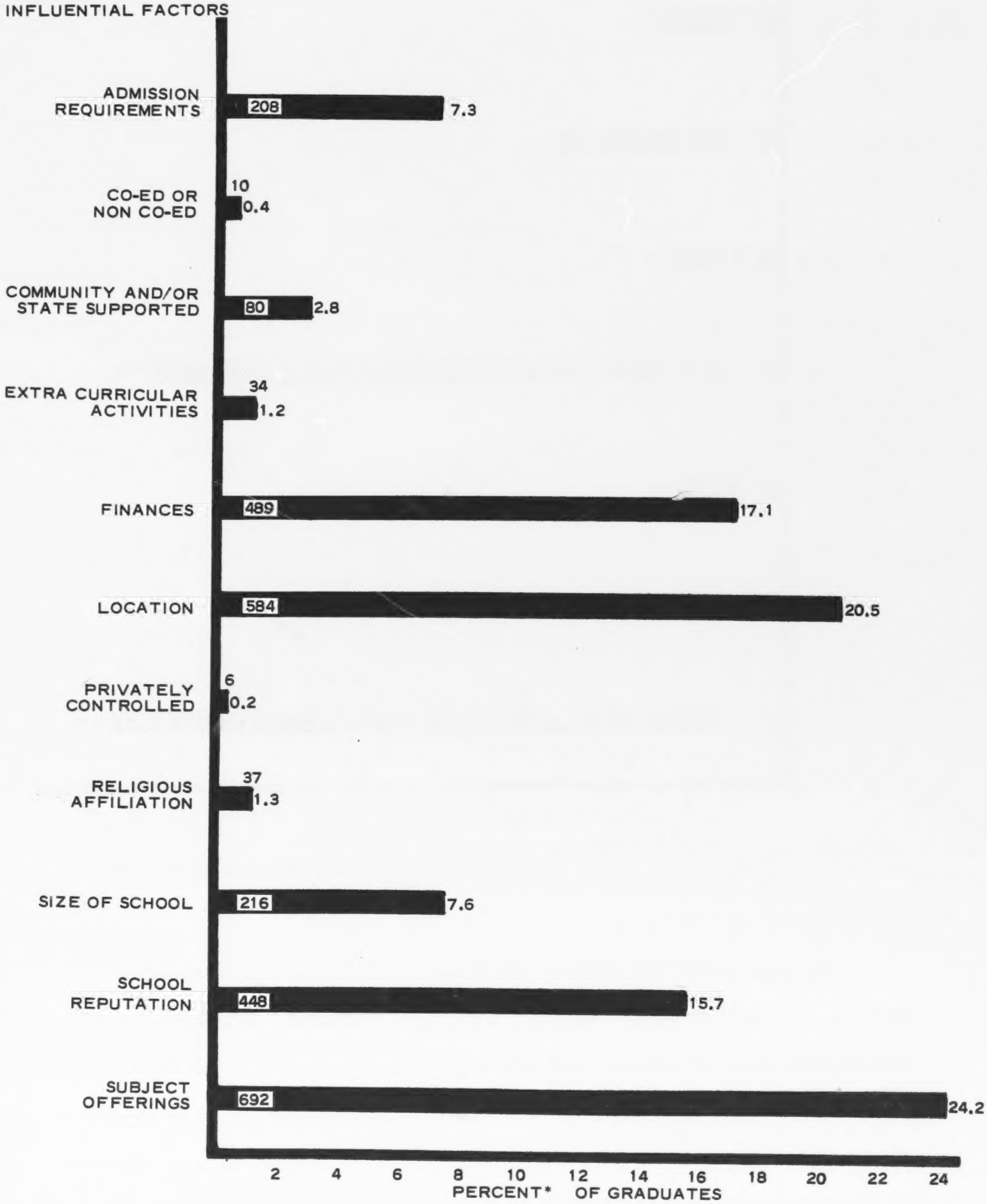


FIG. 13 INFLUENTIAL FACTORS IN SCHOOL SELECTION

* PERCENTS BASED ON TOTAL NUMBER OF GRADUATES WHO RESPONDED TO FORM B OF THE QUESTIONAIRE (2854).

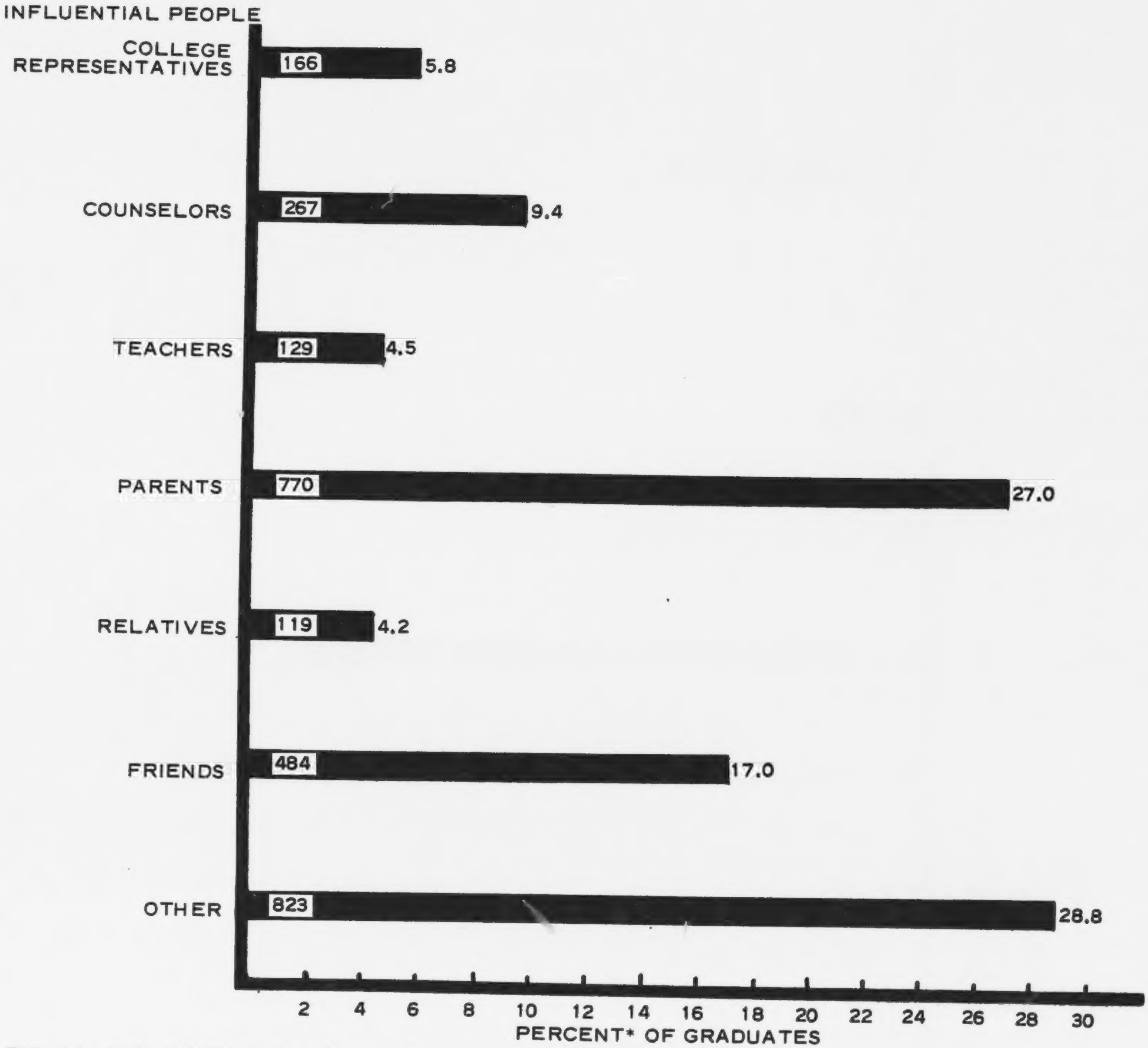


FIG. 14 INFLUENTIAL PEOPLE IN SCHOOL SELECTION
*PERCENTS BASED ON TOTAL NUMBER OF GRADUATES WHO RESPONDED TO FORM B OF THE QUESTIONNAIRE (2854).

In rank order the factors which most influenced the graduates' choices of a school were: subject offerings, location, finances, school reputation, size of school, and admission requirements. Those factors exerting little influence on choice included the religious affiliation, kind of control, make up of student body (coed or non-coed), and emphasis on extra-curricular activities.

A substantial number of the graduates attending school full-time stated they were influenced most in their choice of a school by parents and friends. However, the largest percent of the graduates indicated that some other person was influential in their choice of a school.

Inference: The high priority given to subject offerings necessitates that counselors be aware of the course offerings in existence and the proposed offerings in the new fields of study in various schools. The response of the graduates to this question is particularly applicable to schools within the state.

The data suggests that parents and other adults exerted a substantial influence on school selection. This implies the need for cooperation between guidance personnel and the other influential adults. Additionally, the large response to the "Other" category possibly suggests that many graduates were weighing alternatives and making their own decisions. This uncertainty warrants further investigation.

HOW DID BALTIMORE COUNTY GRADUATES OBTAIN THE FINANCES NECESSARY TO ATTEND SCHOOL? (B-11) Figure 15 summarizes the ways the graduates obtained the finances necessary to attend school.

The data collected in response to this question indicates that the graduates relied on a combination of sources to finance their education. Parents and relatives were the most frequently mentioned sources of financial assistance. Other sources that were mentioned included employment, scholarships, and loans. Sources of financial help from other than family or friends accounted for nearly 50 percent of the responses made by the graduates attending school full-time.

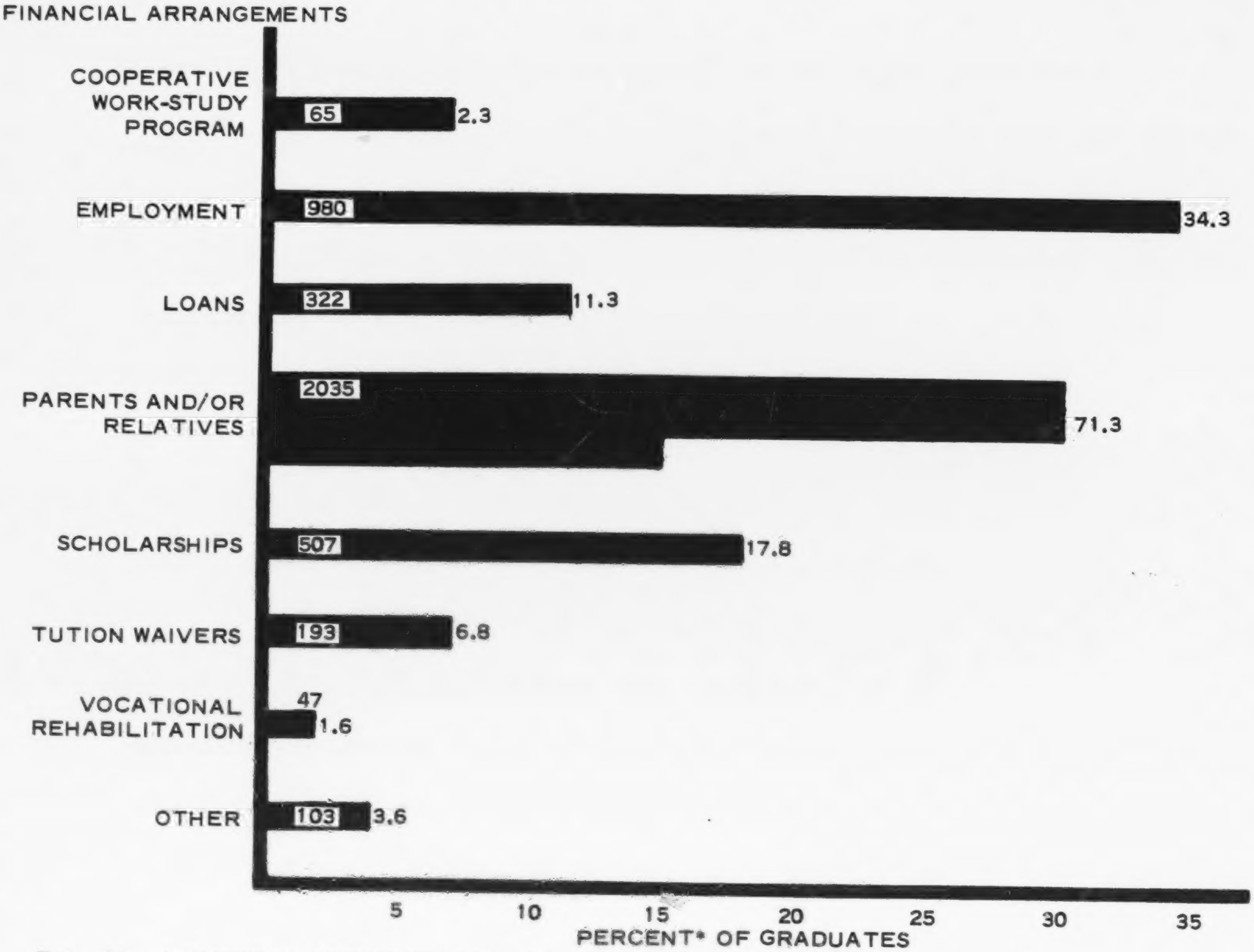


FIG. 15 **FINANCIAL ARRANGEMENTS FOR COLLEGE EDUCATION**

*PERCENTS BASED ON TOTAL NUMBER OF GRADUATES WHO RESPONDED TO FORM B OF THE QUESTIONNAIRE (2854).

Inference: Although the cost of education is increasing, alleviating factors are apparent. These factors include proportionately more funds available, a greater variety of sources of financial assistance, and the establishment of minimal cost institutions.

The comparatively small number of graduates engaged in cooperative and work-study programs suggests a need for providing additional information to graduates on the availability of these programs. The extent of the utilization of the cooperative work-study program by graduates and institutions warrants further study.

Additional considerations which should be explored include the following:

1. The role of community colleges and other institutions in work-study programs
2. The changing dimensions of available work-study programs
3. The role of social and civic institutions in establishing cooperative programs

HOW MANY YEARS ARE REQUIRED FOR COURSE COMPLETION? (B-7) Approximately 64 percent of the graduates who were attending school full-time indicated that four years would be required to complete their programs. Over ten percent indicated that five or more years would be required to complete their programs.

Inference: Graduates appear to be somewhat unaware of the flexibility possible in the various available time arrangements to achieve their educational goals. Inherent in this is the preconceived notion that college work is completed in four years. Alternate approaches to education in terms of time may need to be explored.

DID BALTIMORE COUNTY GRADUATES RECEIVE ADVANCED STANDING IN COLLEGE? (B-10) Approximately one out of every six graduates attending school full-time received advanced standing. Colleges that grant advanced standing, with or without credit, used a single factor or a combination of factors in granting this recognition. Specific requirements for advanced standing still remained the prerogative of the institutions.

How was advanced standing received? Figure 16 indicates the manner(s) in which graduates received advanced standing in college.

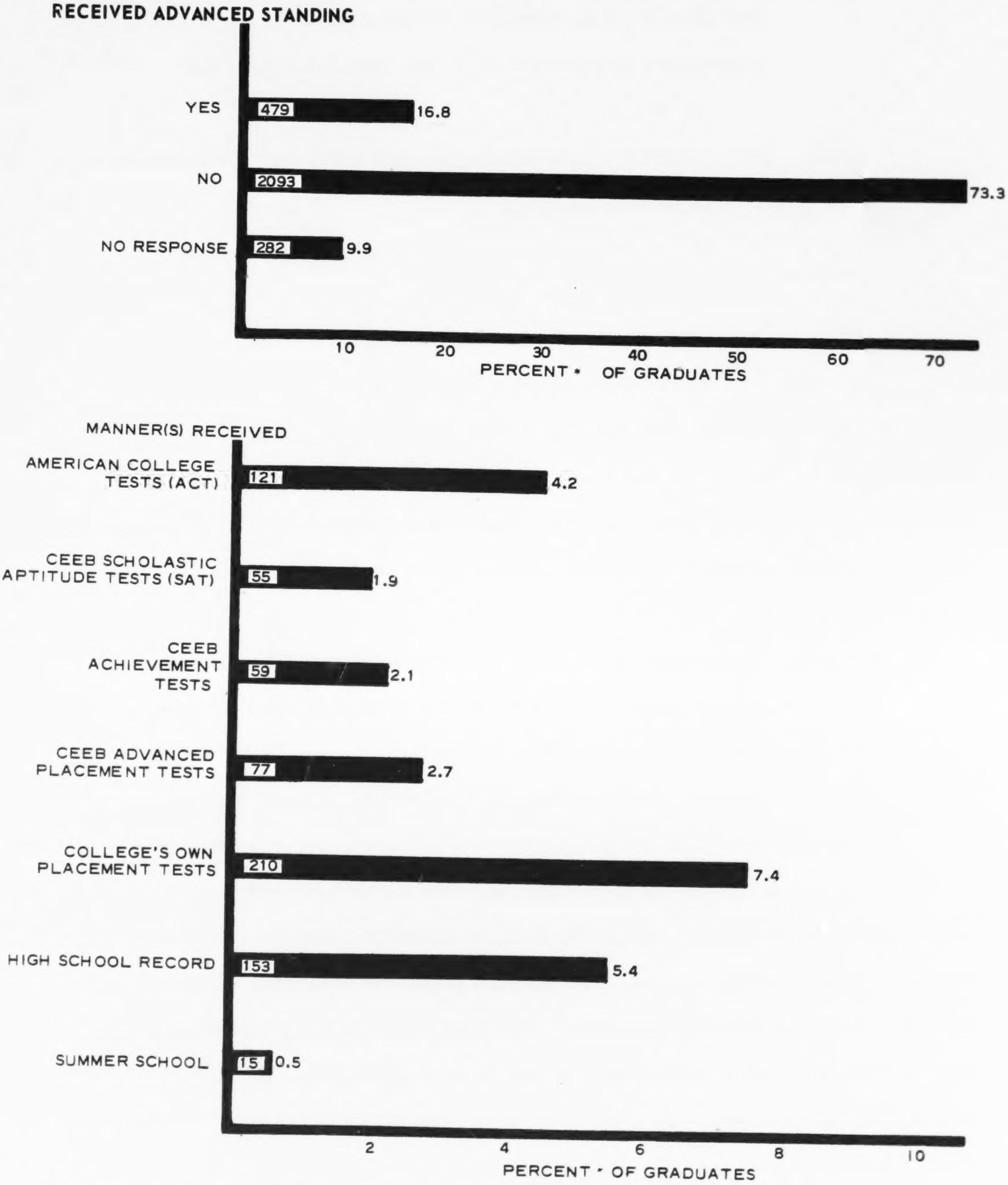


FIG. 16 ADVANCED STANDING RECEIVED BY GRADUATES

* PERCENTS BASED ON TOTAL NUMBER OF GRADUATES WHO RESPONDED TO FORM B OF THE QUESTIONNAIRE (2854).

Some graduates received advanced standing in more than one way. The methods -- "College's Own Placement Tests," "High School Record," and "American College Tests (ACT)" -- in that order, comprised nearly 70 percent of the responses.

In what subject areas was advanced standing and/or college credit received? Figure 17 summarizes subjects for which advanced standing was granted and the extent to which college credit was received.

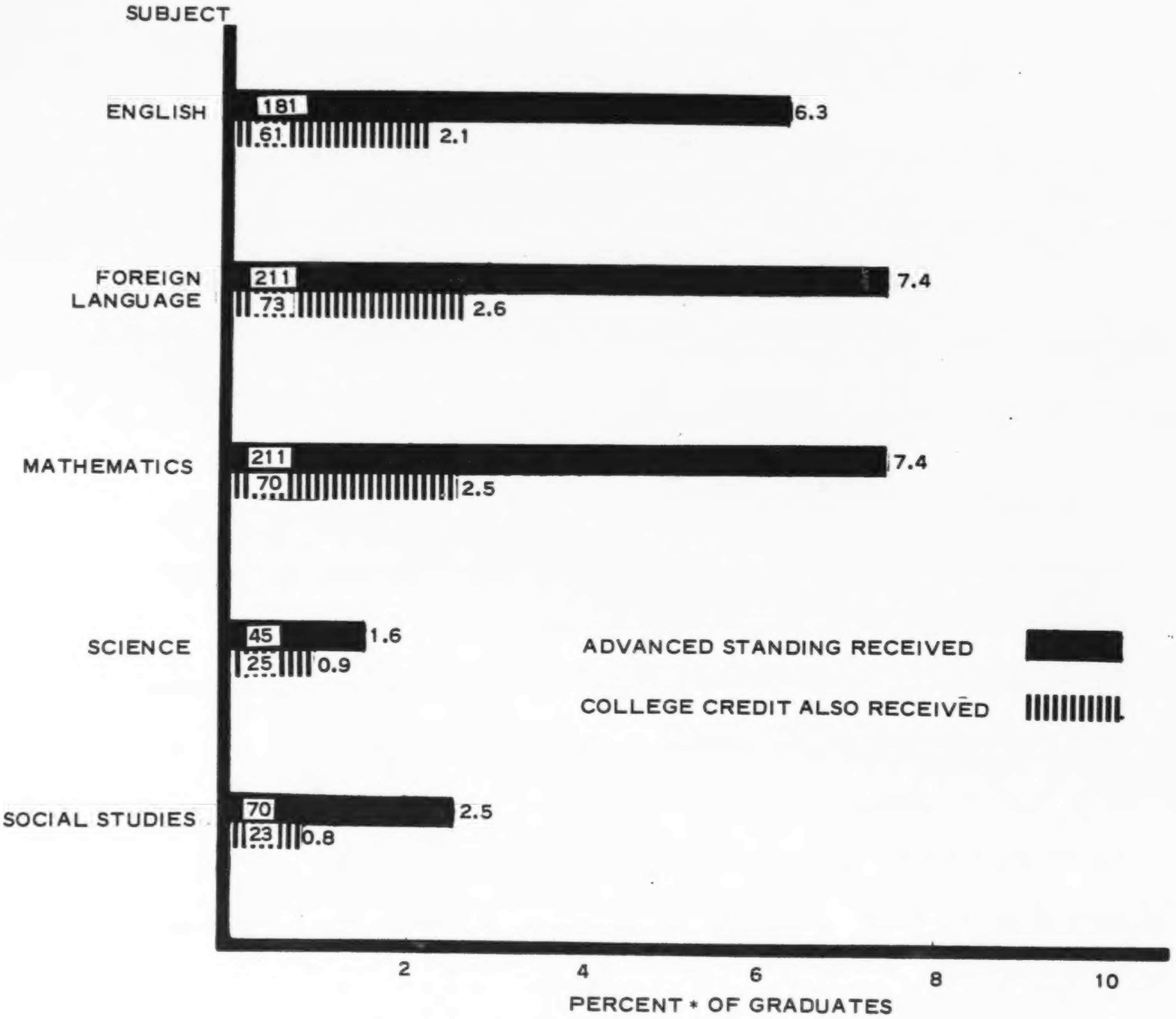


FIG. 17 ADVANCED STANDING BY SUBJECT AND CREDIT

* PERCENTS BASED ON TOTAL NUMBER OF GRADUATES WHO RESPONDED TO FORM B OF THE QUESTIONNAIRE (2854).

Some graduates received advanced standing in more than one subject. More graduates received both advanced standing and college credit in foreign language, mathematics, and English than in science and social studies. Over one-third of the graduates who received advanced standing also received college credit.

Inference: The sizable number of graduates who have received advanced standing and/or credit may be a reflection of a sound program for the college bound in Baltimore County. This program includes a large number of enriched, accelerated, and honor courses. The findings indicate that the decision and the manner used to recognize advanced work remained the prerogative of the college. Inasmuch as more than three-fourths of the graduates attended schools in Maryland, the results of a thorough study of advanced standing policies in Maryland schools would be meaningful to future graduates.

SUMMARY

1. Approximately 53 percent of the graduates who responded to the questionnaire were continuing their education on a full-time basis.
2. Approximately 77 percent of the graduates attending school full-time were enrolled in schools located in the State of Maryland.
3. More than 34 percent of the graduates attending school full-time were attending schools in Baltimore County.
4. More than one-half of the graduates attending school full-time were living at home.
5. Approximately 60 percent of the graduates attending school full-time were attending four-year institutions.

6. More than 86 percent of the graduates who were attending school full-time were accepted by the schools of their first choice.
7. The major factors influencing the choice of a school were subject offerings, location, school reputation, size of school, finances, and admission requirements.
8. Approximately 17 percent of the Baltimore County graduates who were attending school full-time received advanced standing in college.
9. Graduates financed their education in a variety of ways, but parents, relatives, employment, and scholarships were the predominant sources.

SECTION III - ALL GRADUATES RESPONDING TO FORM C

Form C, designed for all graduates not attending school full-time, was completed by 2548 of the 5425 respondees. This number included graduates primarily who were employed either full-time or who were unemployed or who were in the military service.

This section of the study sought primarily to determine the status of graduates in the employment world and to provide information which the school could use to evaluate itself in their preparation. Form C attempted to determine how well graduates felt they were prepared for their jobs, how they secured jobs, what opportunities were available, what qualifications were needed to perform and advance in the labor market, and what role counseling services played in the plans of occupationally oriented graduates. These findings and others are discussed in this section of the report.

HOW DID THE GRADUATES LEARN OF THEIR PRESENT JOBS? (C-1) Figure 18 indicates the ways in which graduates learned of their present jobs.

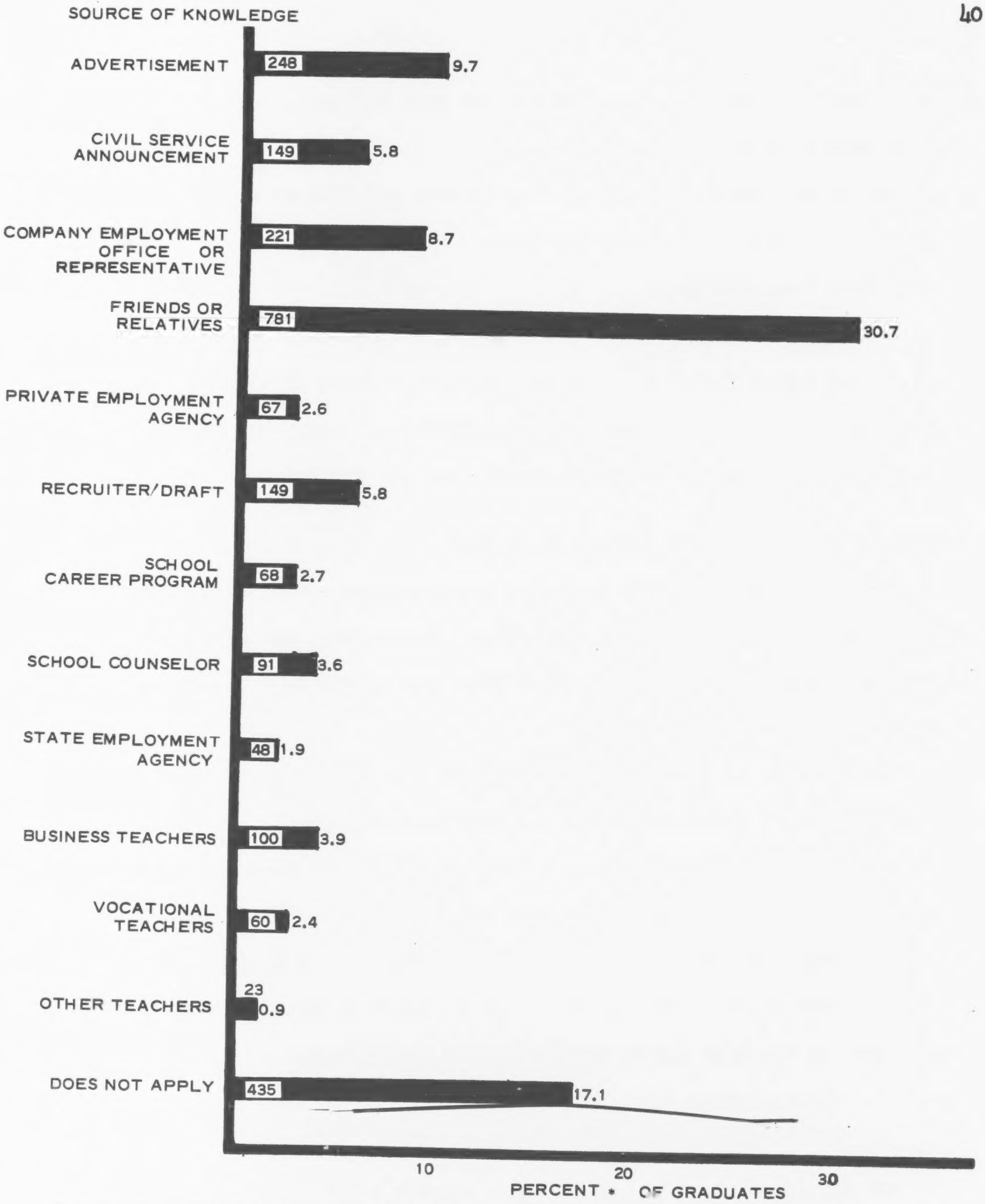


FIG. 18 KNOWLEDGE ABOUT PRESENT JOB

* PERCENTS BASED ON TOTAL NUMBER OF GRADUATES WHO RESPONDED TO FORM C1 OF THE QUESTIONNAIRE (2548).

The greatest number of graduates learned of their present jobs through friends or relatives. Each of the other ways listed was noted by fewer than 10 percent of the graduates who responded to Form C.

Inference: Since parents and relatives were the major influences in the graduates' choice of jobs, there may be implications for counselors in their work with parents and students, particularly in the area of vocational choice. Additionally, counselors may need to acquire a greater awareness of and make fuller use of supportive agencies in counseling for job placement.

HOW DID THE GRADUATES RESPOND CONCERNING THE LEVEL OF EDUCATION REQUIRED? (C-2) Figure 19 indicates the level of education required in their present job.

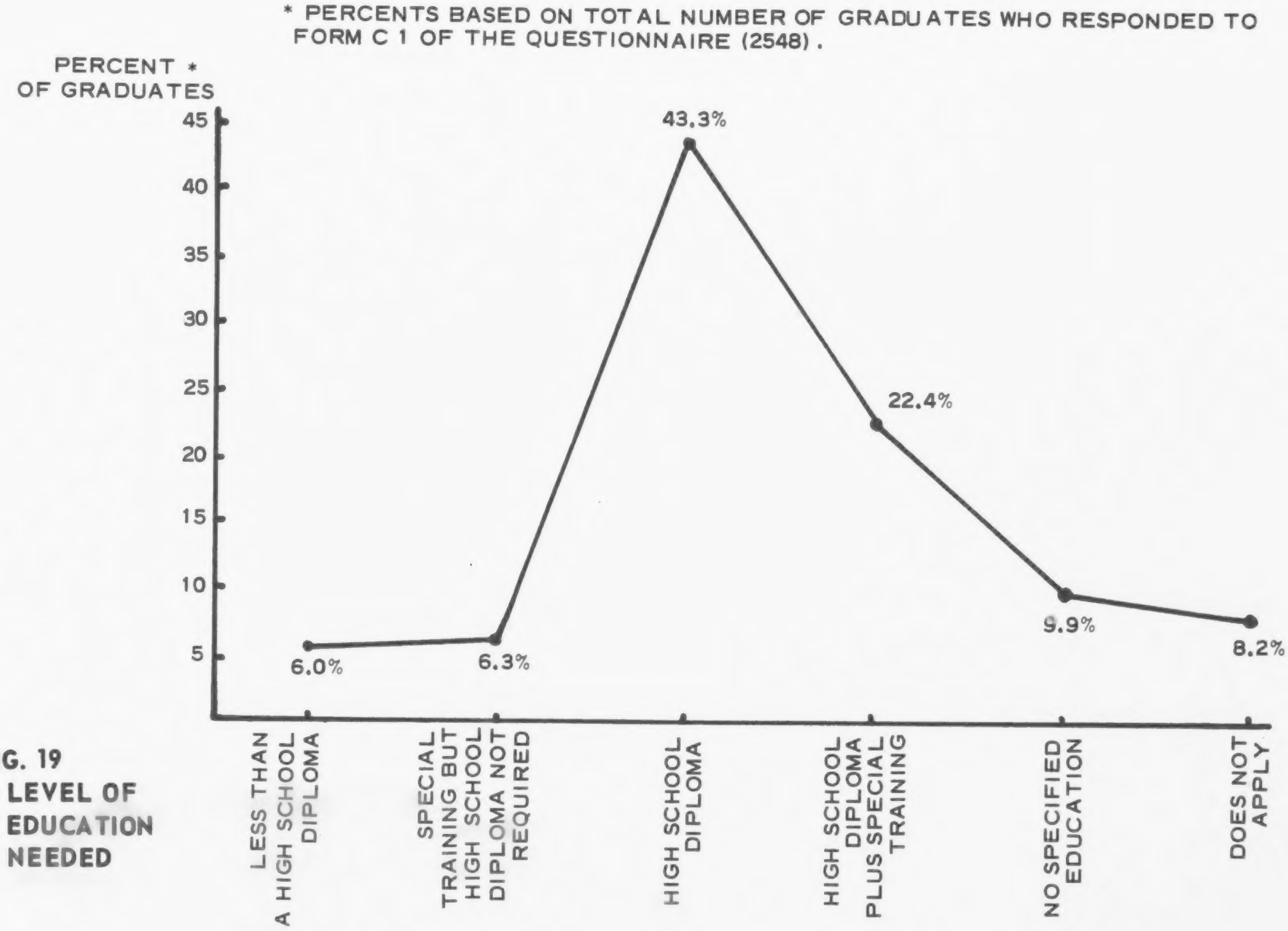

* PERCENTS BASED ON TOTAL NUMBER OF GRADUATES WHO RESPONDED TO FORM C 1 OF THE QUESTIONNAIRE (2548).

FIG. 19
LEVEL OF EDUCATION NEEDED

Over 65 percent of the graduates responding to Form C-1 indicated that a high school diploma was the minimum requirement for their present job.

Inference: The information in Figure 19 confirms the need for a high school diploma in most entry level positions. This trend is expected to continue.

WHAT IS THE APPROXIMATE WEEKLY GROSS INCOME OF THE GRADUATES? (C-3) Figure 20 shows the weekly income reported by the employed graduates.

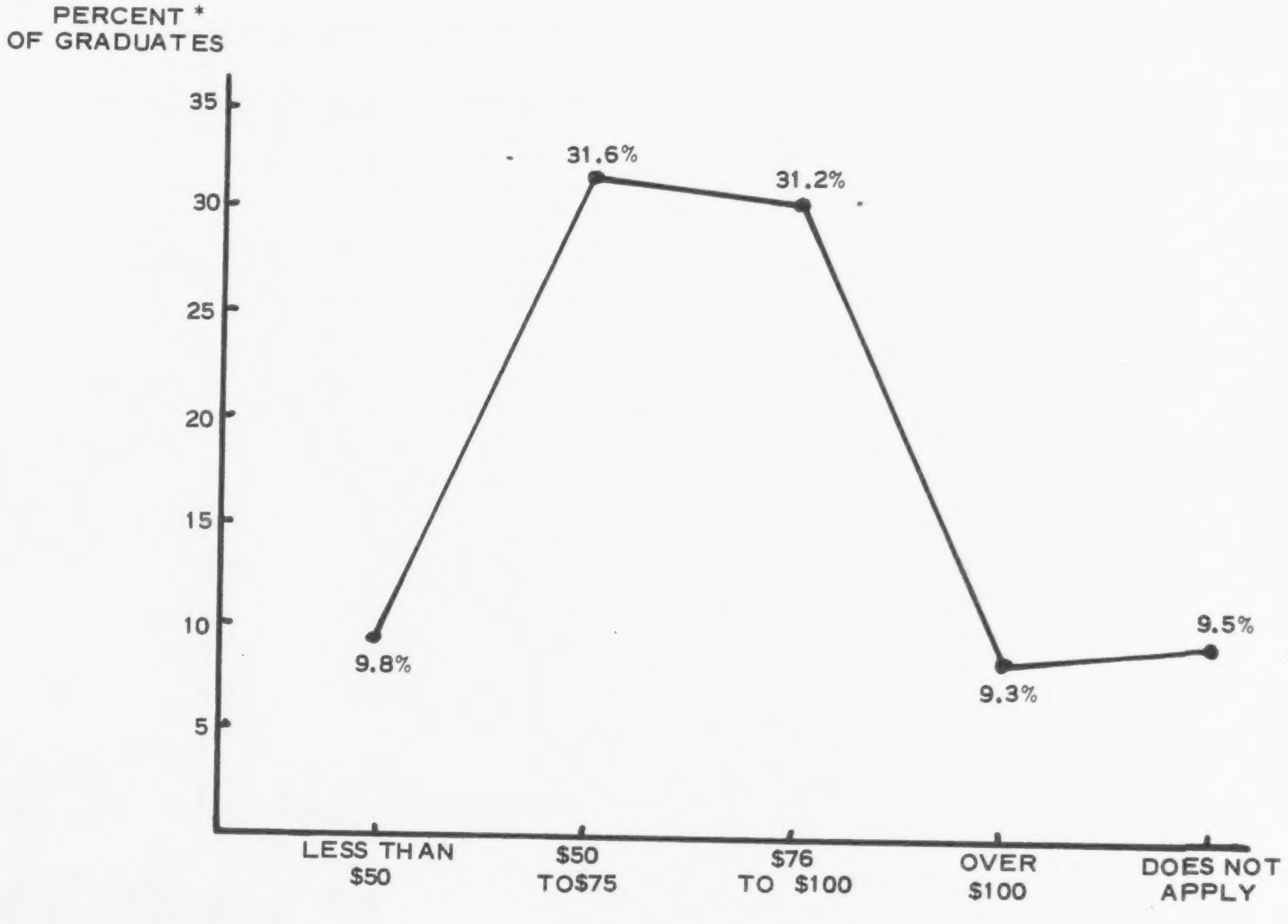


FIG. 20 WEEKLY INCOME

*PERCENTS BASED ON TOTAL NUMBER OF GRADUATES WHO RESPONDED TO FORM C 1 OF THE QUESTIONNAIRE (2548).

Almost two-thirds of the graduates who responded to Form C-1 were earning between $50 and $100 per week.

Inference: Since the majority of the graduates received a weekly income between $50 and $100, this may be inferred as a typical salary range for entry level jobs in the Baltimore Metropolitan Area. Further study of state and national earnings statistics would be helpful as a basis for comparison.

WHAT EMPLOYMENT BENEFITS HAVE BEEN RECEIVED BY THE GRADUATES AT THEIR PRESENT JOBS? (C-8) Figure 21 summarizes the employment benefits received by the graduates at their present job.

More than 50 percent of this group reported that the major employment benefits received in their jobs were (1) overtime and holiday pay, (2) paid vacation, (3) opportunities for advancement, (4) life insurance, (5) health insurance, (6) sick pay, and (7) retirement and pension plan.

Inference: The low percent of graduates receiving tips, commissions, and company expense accounts may indicate that graduates did not seek or legally qualify for jobs with these benefits.

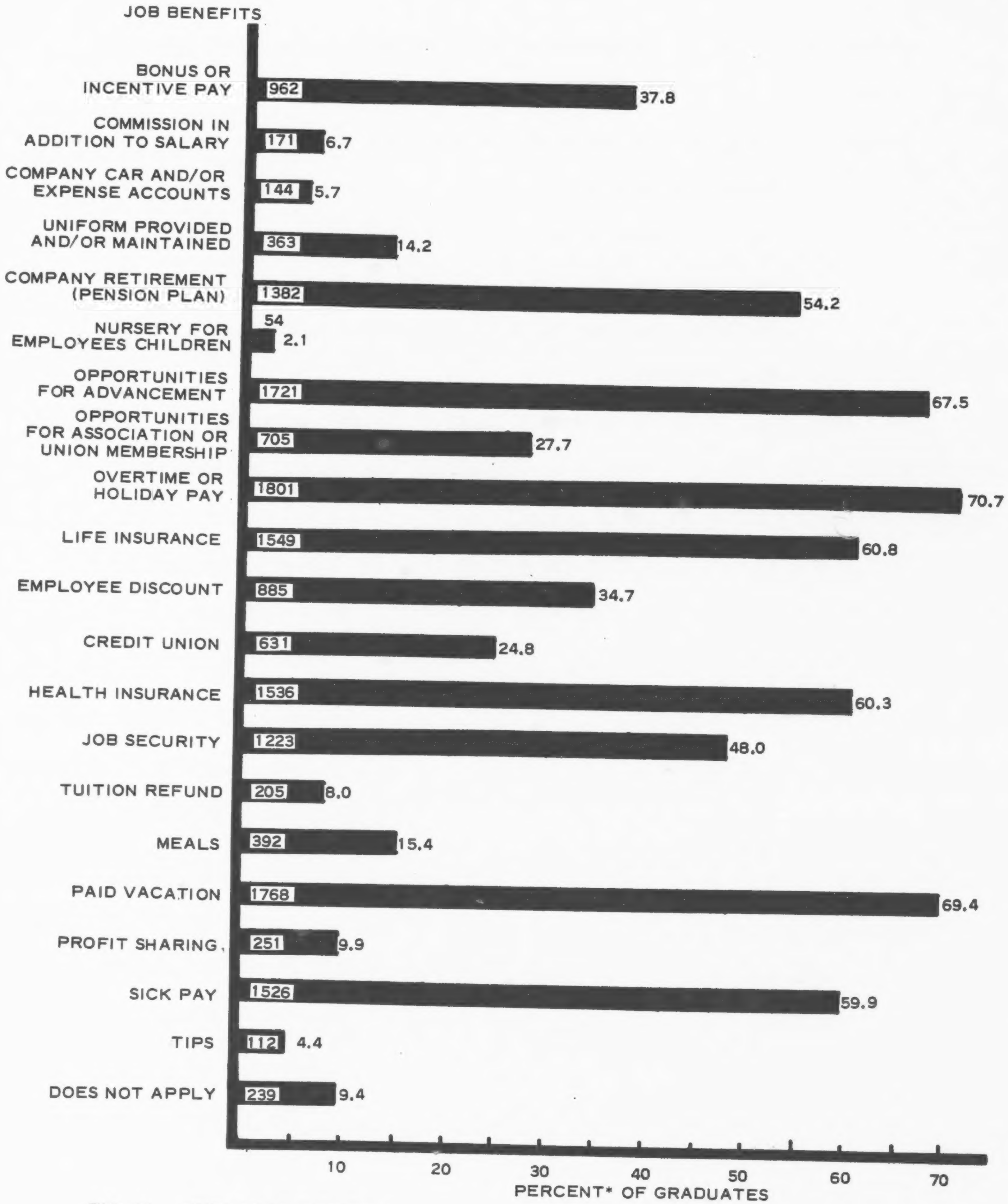


FIG. 21 **EMPLOYEE BENEFITS**

*PERCENTS BASED ON TOTAL NUMBER OF GRADUATES WHO RESPONDED TO FORM C 1 OF THE QUESTIONNAIRE (2548) .

HOW DID THE GRADUATES REACT TO THEIR PREPARATION IN SELECTED JOB SKILLS? (C-7) Figure 22 presents a summary of the responses of the graduates who were not attending school full-time regarding their preparation in selected job skills.

Most graduates felt adequately or well prepared in the specified job skills, with the exception of "The Ability to Speak Before Groups."

Inference: Graduates generally seemed satisfied with their degree of preparation in specific job skills. Future follow-up contacts with employers should yield an additional dimension to the degree of preparation in the specified job skills.

HOW DID THE GRADUATES RATE THE USEFULNESS OF SELECTED JOB SKILLS? (C-7) A summary of the responses of the graduates to the degree of usefulness of selected job skills is presented in Figure 23.

With the exception of two skills, "Ability to Speak Before Groups" and "Ability to Write Reports, Letters and Notes," the majority of the graduates stated that the specified skills were useful or very useful on the job.

Inference: The types of positions held by graduates probably determined their reaction to the usefulness of specific job skills. As graduates progress beyond entry-level jobs, they may reassess their reactions to the additional responsibilities.

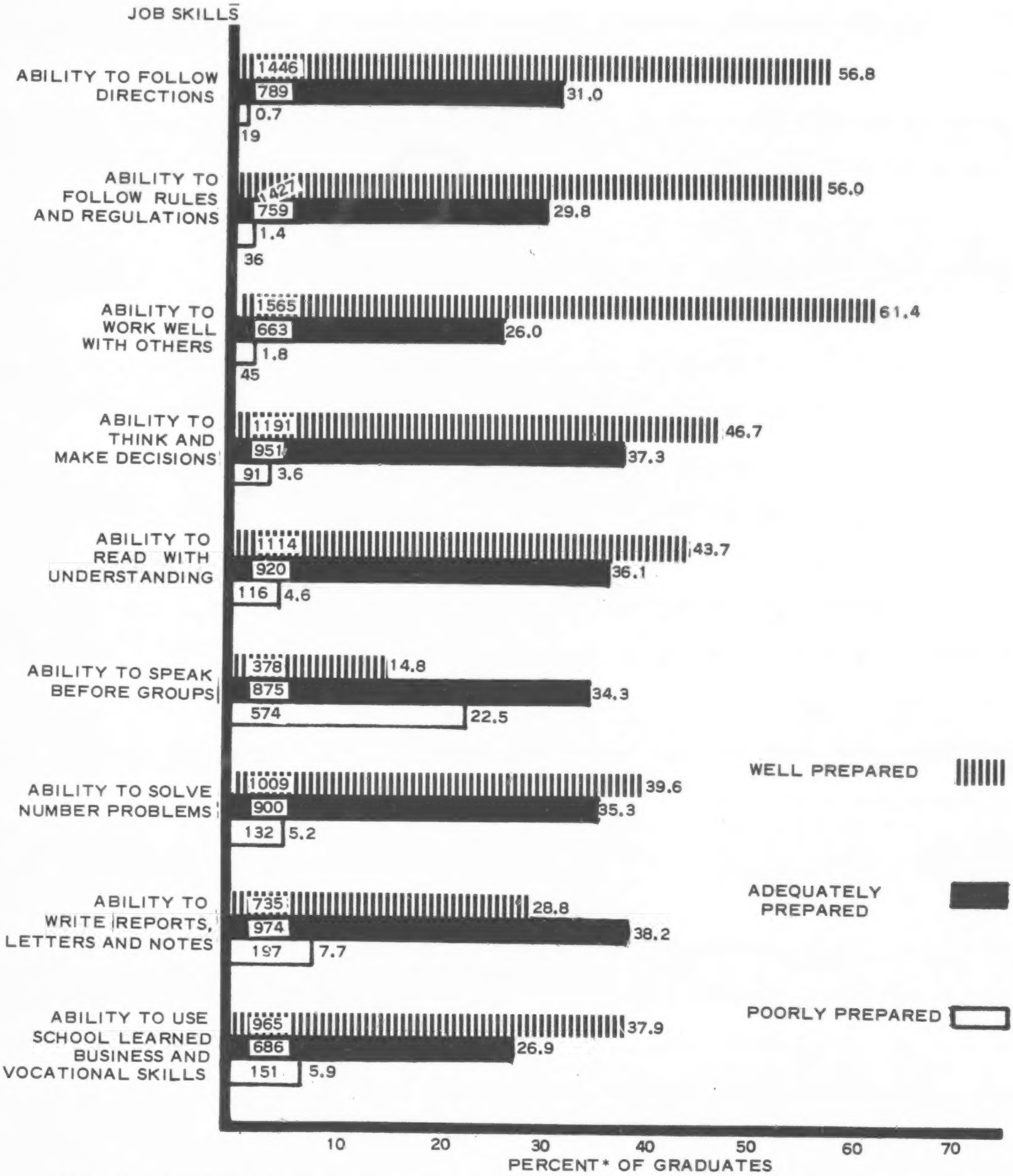


FIG. 22 **DEGREE OF PREPARATION IN SELECTED JOB SKILLS AS INDICATED BY GRADUATES NOT ATTENDING SCHOOL FULL-TIME**

*PERCENTS BASED ON TOTAL NUMBER OF GRADUATES WHO RESPONDED TO FORM C1 OF THE QUESTIONNAIRE (2548).

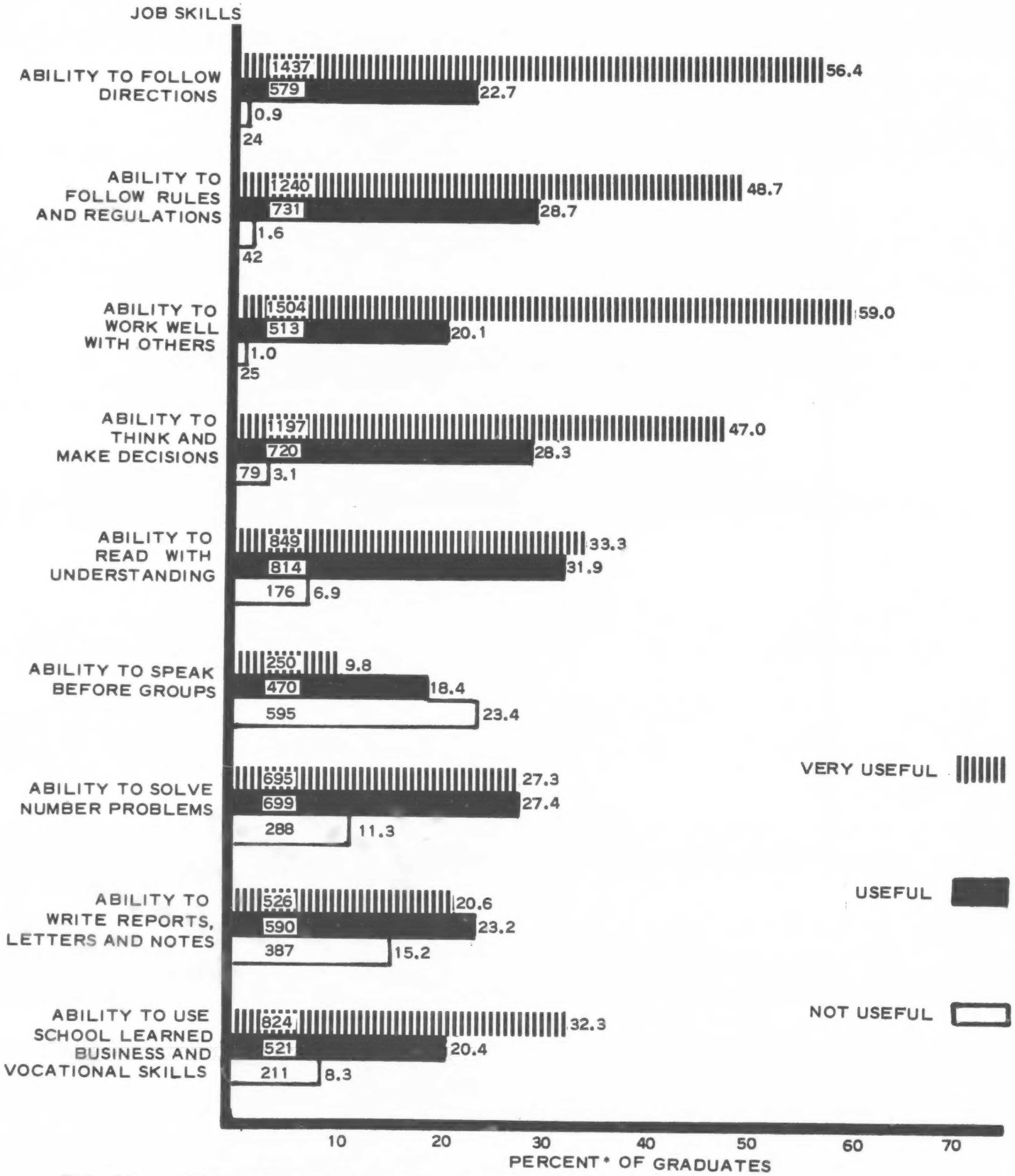


FIG. 23 **USEFULNESS OF SELECTED JOB SKILLS AS INDICATED BY GRADUATES NOT ATTENDING SCHOOL FULL-TIME**

*PERCENTS BASED ON TOTAL NUMBER OF GRADUATES WHO RESPONDED TO FORM C1 OF THE QUESTIONNAIRE (2548).

HOW MANY JOBS HAVE THE 1967 GRADUATES HELD SINCE GRADUATION? (C-5)

Figure 24 shows the number of full-time jobs held by the graduates who were not attending school full-time.

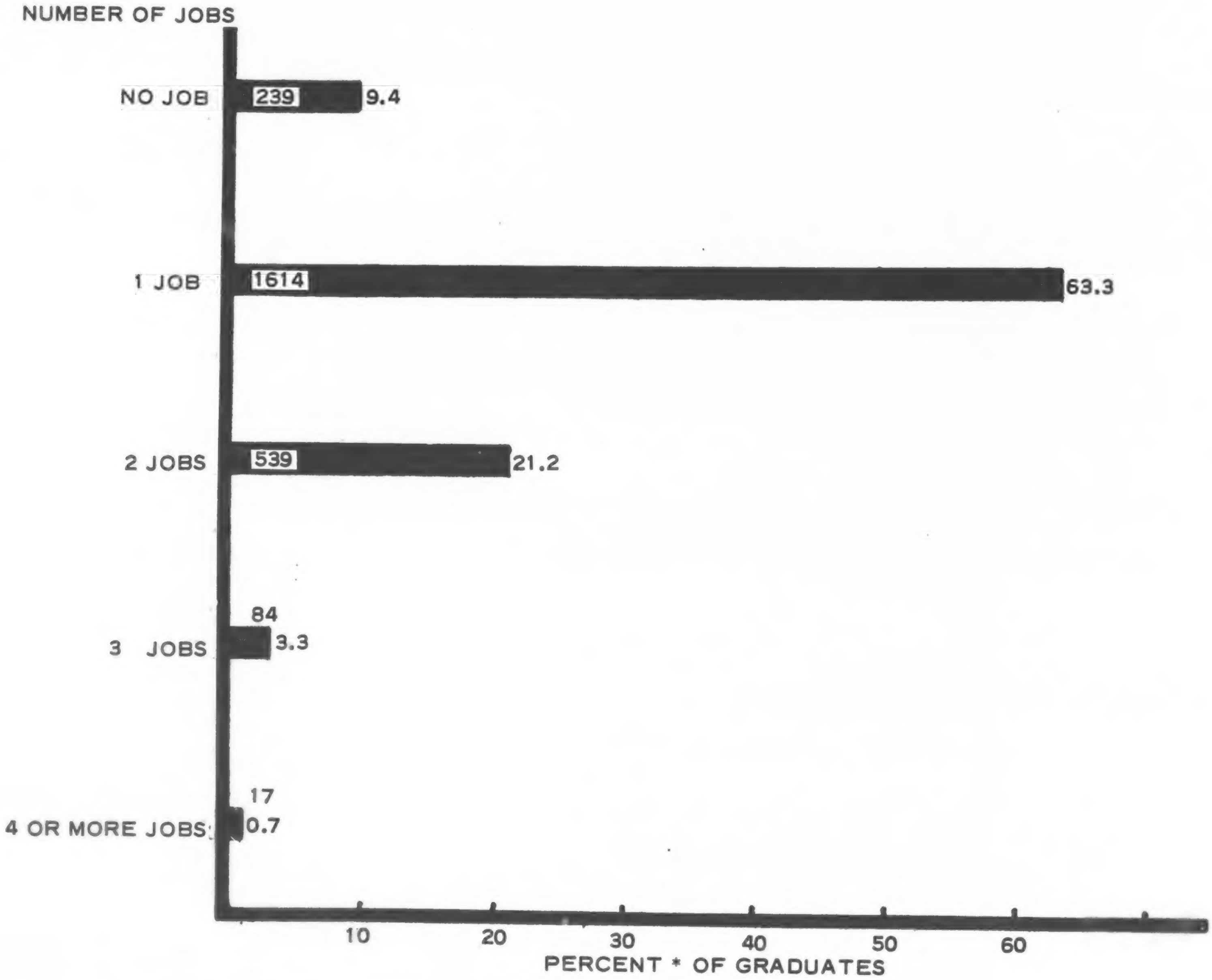


FIG. 24 **NUMBER OF FULL-TIME JOBS SINCE GRADUATION**

*PERCENTS BASED ON TOTAL NUMBER OF GRADUATES WHO RESPONDED TO FORM C 1 OF THE QUESTIONNAIRE (2548).

Two-thirds of the graduates have held one job since graduation while less than one tenth of this group have never been employed.

Inference: Most graduates seemed to be finding jobs without evidence of major difficulties. The fact that 640 graduates have held two or more jobs since graduation poses certain questions:

(1) How much a factor is promotional opportunity and job dissatisfaction in job mobility?

(2) How many graduates were holding two jobs simultaneously?

(3) To what extent were jobs changed voluntarily or involuntarily?

IF THE GRADUATES CHANGED JOBS, WHAT WERE THE REASONS FOR MAKING THE CHANGE? (C-6) Figure 25 indicates the reasons for changing jobs.

The major reasons given by the graduates for changing jobs were lack of opportunity for advancement, salary, and dissatisfaction with the work itself.

Inference: The major reasons given for changing jobs raised questions about how well informed graduates were on the nature of the job(s) and/or how many accepted jobs as a matter of expediency?

DO THE GRADUATES CONSIDER THEIR PRESENT POSITIONS AS REQUIRED STEPS FOR ADVANCEMENT WITH THEIR CURRENT EMPLOYERS? (C-4) Approximately one-half of the graduates not attending school full-time stated that their current position was required for advancement.

Inference: Many graduates have perceived their present position to be related to future advancement in their occupation. This may be a factor contributing to job stability.

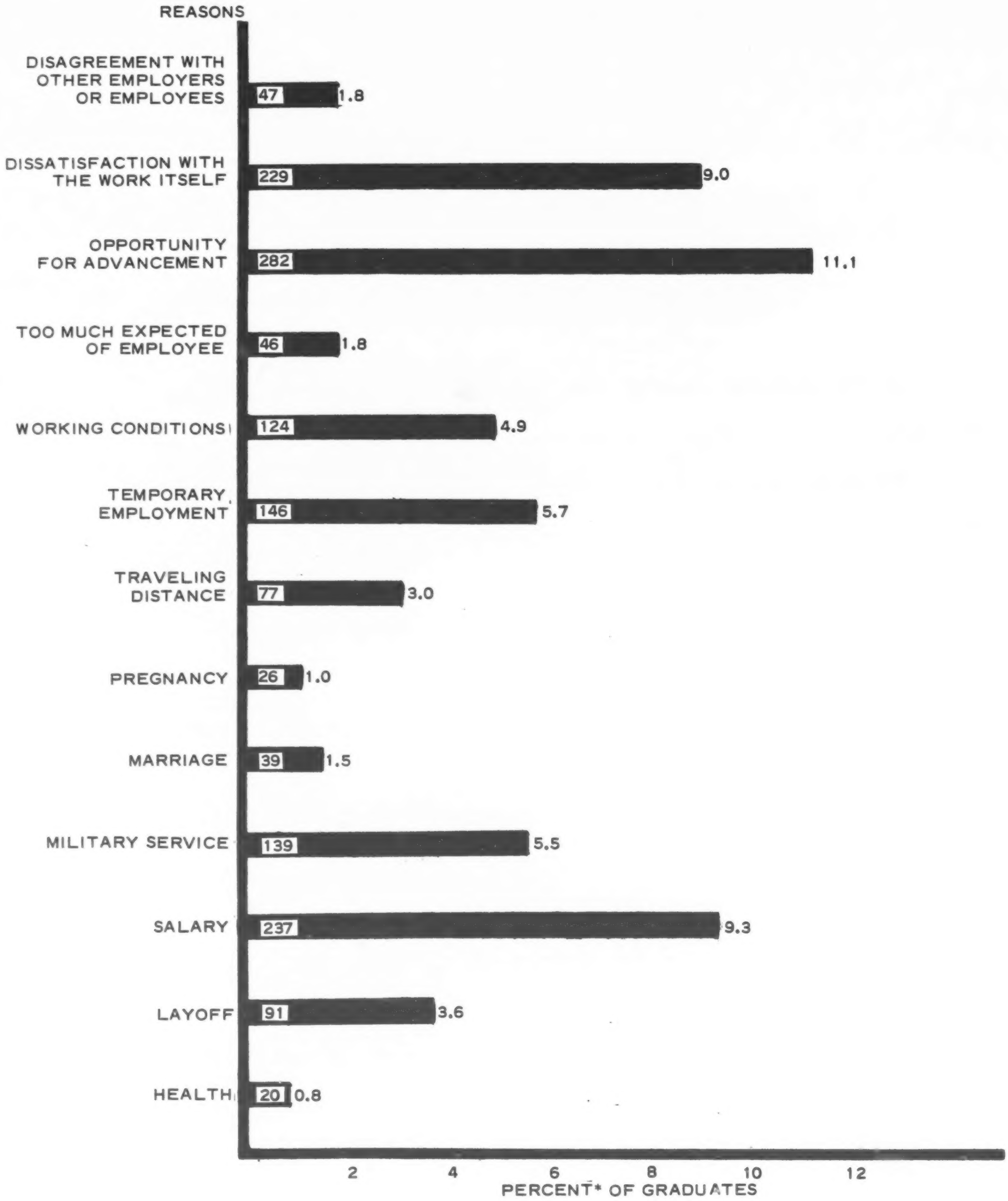


FIG. 25 REASONS FOR CHANGING JOBS

* PERCENT BASED ON TOTAL NUMBER OF GRADUATES WHO RESPONDED TO FORM C 1 OF THE QUESTIONNAIRE (2548).

WHAT ARE THE EMPLOYMENT EXPECTATIONS OF THE GRADUATES IN FIVE YEARS? (C-9) A substantial percent of the graduates expected to be working for the same employer, but in a different position, in the next five years.

Inference: Increased attention should be directed towards the process of selecting entry-level jobs, since many graduates can be expected to work for their present employer over an extended period of time.

WHAT PREPARATION OR TRAINING WILL THE GRADUATES NEED TO REACH THEIR JOB GOALS? (C-10) Figure 26 indicates the kinds of training needed by the graduates to reach their occupational goals.

Over 63 percent of the graduates who responded to Form C-1 stated that some type of further training would be necessary for them to reach their occupational goals, while 22.9 percent indicated no formal training would be needed.

Inference: Since a majority of the graduates need post-high school training to reach their occupational goals, industry and school personnel have a responsibility to determine specific needs and to provide adequate educational training facilities.

IF THE GRADUATES WERE CONTINUING THEIR EDUCATION AND/OR TRAINING WAS IT RELATED TO THEIR JOB? (C-11) Over 19 percent of the graduates who were not attending school full-time stated that their current schooling and/or training was related to their jobs. Distinction was not made between education and/or training at the place of employment and education and/or training elsewhere.

Inference: The ambiguity of the question and inconsistencies in the data suggest that education and/or training provided

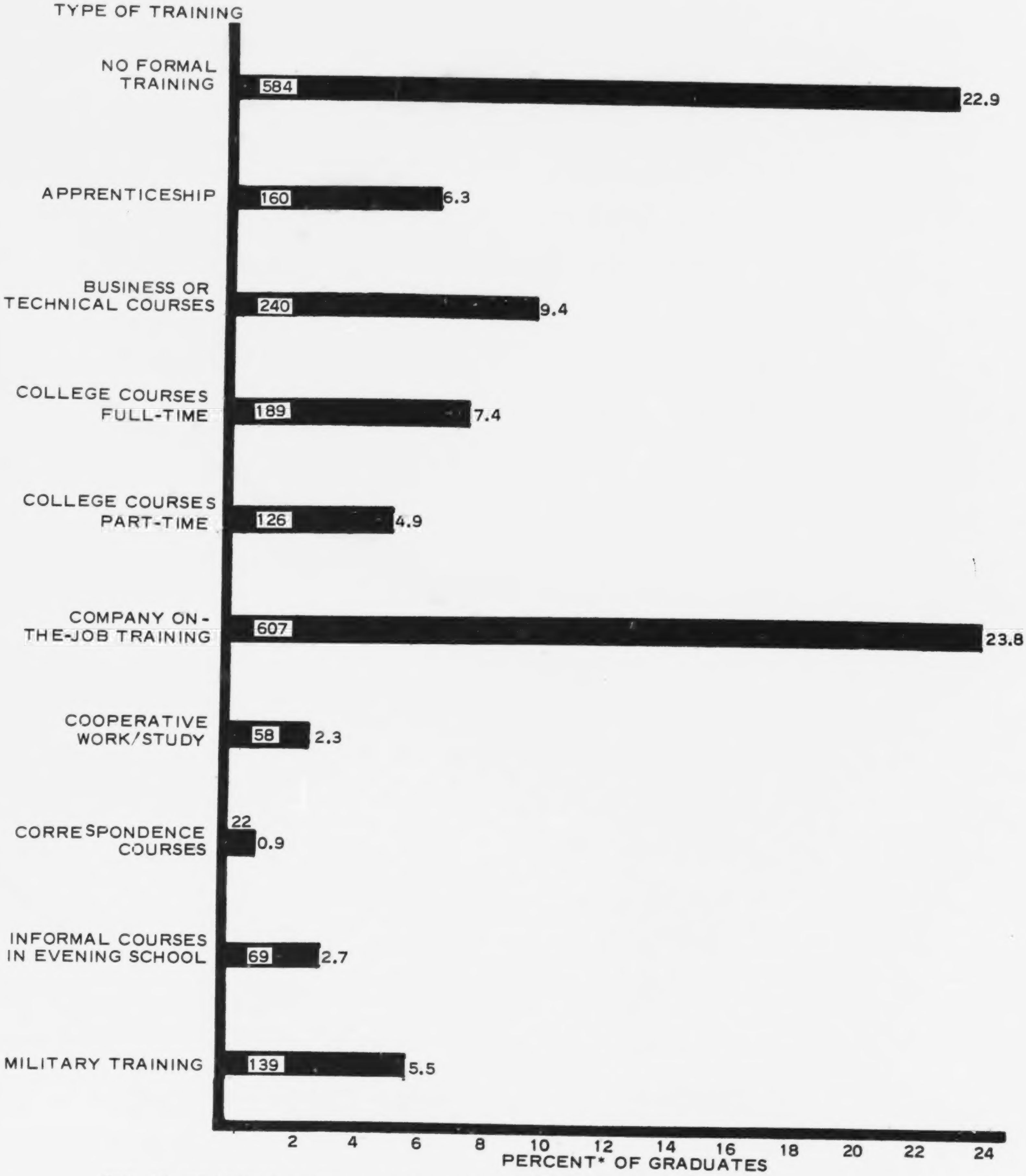


FIG. 26 TRAINING NECESSARY TO REACH OCCUPATIONAL GOALS

*PERCENTS BASED ON TOTAL NUMBER OF GRADUATES WHO RESPONDED TO FORM C 1 OF THE QUESTIONNAIRE (2548).

by the employers is worthy of further investigation. These data raise some question on the interpretation of the term "on-the-job-training."

WHAT IS THE INTEREST OF GRADUATES NOT NOW ATTENDING SCHOOL FULL-TIME IN CONTINUING THEIR EDUCATION ON A FULL-TIME BASIS? (C-12) Approximately 41 percent (1031 graduates) of the graduates not attending school full-time indicated that they were not interested in continuing their education on a full-time basis, while 29 percent (739 graduates) stated that they were interested.

Of the 739 graduates making plans for full-time education or training, 336 stated that they plan to apply, have applied, or have been accepted at college, technical schools, or trade schools.

Inference: Since 739 graduates have indicated an interest in further education and training on a full-time basis after high school, this may again indicate a need for post-high school counseling services.

WHAT REASONS DID THE GRADUATES EXPRESS FOR NOT CONTINUING THEIR EDUCATION ON A FULL-TIME BASIS? (C-13-B) Figure 27 indicates the reasons given by graduates who did not continue their education on a full-time basis.

Of the 739 graduates interested in continuing their education on a full-time basis, 483 graduates stated their major reasons for not continuing their education. The major reasons cited were (1) "Insufficient Funds," (2) "Military Obligation," (3) "Not Required In Chosen Work," and (4) "Not Interested."

Inference: Since "Insufficient Funds" was cited by 130 graduates as a major reason for not continuing their education, ways of resolving the problem should be sought.

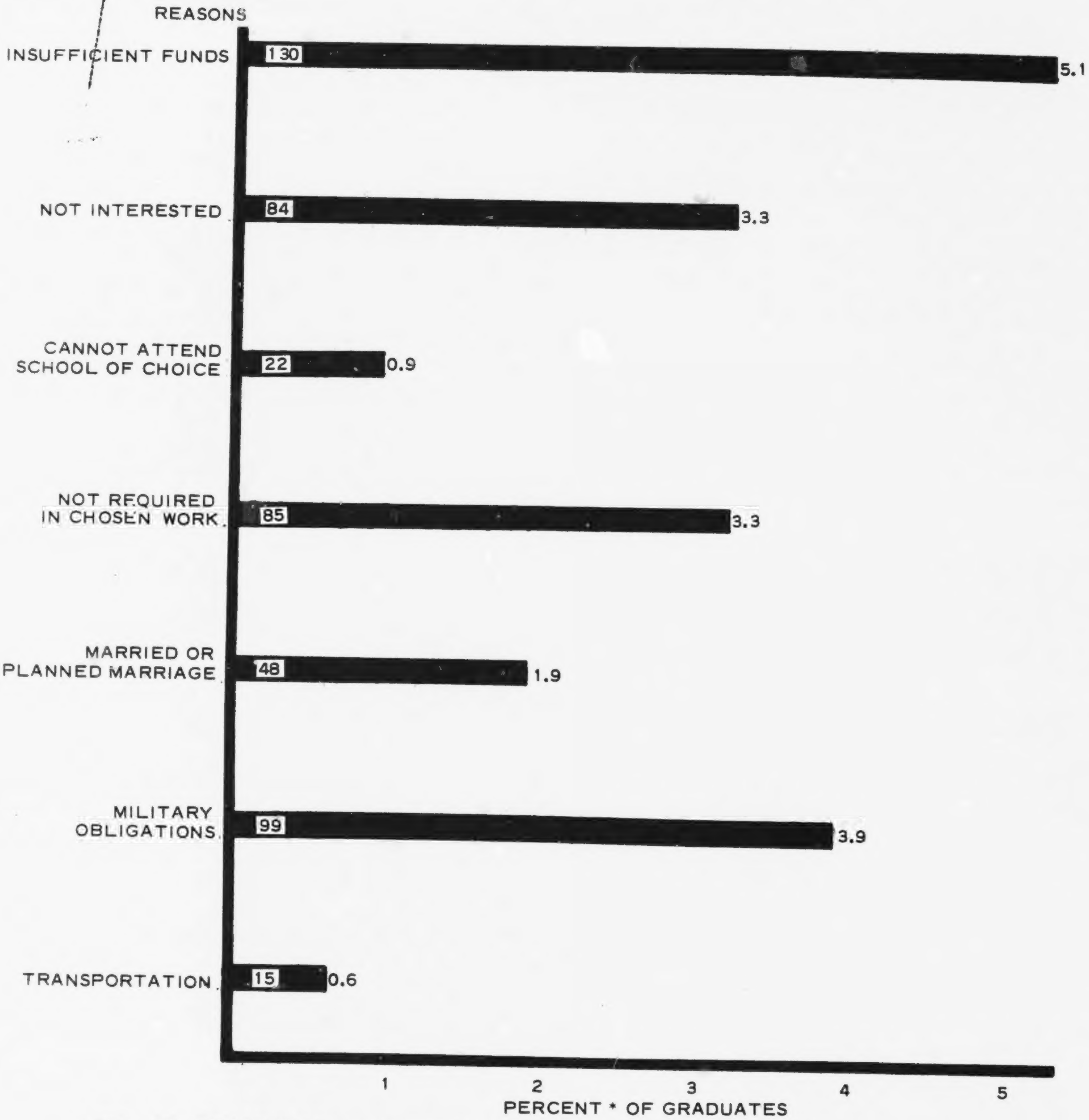


FIG. 27 REASONS GRADUATES DID NOT CONTINUE FULL-TIME EDUCATION

*PERCENTS BASED ON TOTAL NUMBER OF GRADUATES WHO RESPONDED TO FORM C 1 OF THE QUESTIONNAIRE (2548).

SUMMARY

1. Friends or relatives were the principal sources of information through which graduates learn of their present jobs.
2. Over 65 percent of the graduates indicated that a high school diploma was the minimum requirement for their present job.
3. Almost 2/3 of the employed graduates are earning between $50 and $100 weekly.
4. More than 50 percent of the employed graduates report that the major employment benefits received in their jobs were (1) overtime and holiday pay, (2) paid vacation, (3) opportunities for advancement, (4) life insurance, (5) health insurance, (6) sick pay, and (7) retirement and pension plan.
5. Most graduates felt adequately prepared or well prepared in the specified job skills with the exception of "The Ability To Speak Before Groups."
6. The majority of the graduates stated that the specified job skills were useful or very useful with the exception of the two skills, "Ability To Speak Before Groups" and "Ability To Write Reports, Letters, and Notes."
7. Two-thirds of the graduates not attending school full-time have held one job since graduation, while less than one-tenth of this group have never been employed.
8. The major reasons given by the graduates for changing jobs were (1) lack of opportunity for advancement, (2) salary, and (3) dissatisfaction with the work itself.
9. Approximately one-half of the graduates not attending school full-time stated their present position was required for advancement.

10. A substantial percent of the graduates expect to be working for the same employer, but in a different position, in the next five years.
11. Over 13 percent of the graduates stated that some type of further training would be necessary for them to reach their occupational goals, while 22.9 percent indicated no formal training would be needed.
12. Over 19 percent of the graduates who were not attending school full-time stated that current schooling or training was related to their jobs.
13. Approximately one out of three graduates who were not attending school full-time expressed an interest in continuing their education on a full-time basis.
14. Those graduates, interested in but unable to continue their education on a full-time basis after graduation from high school, gave as their major reasons: (1) insufficient funds, (2) military obligation, and (3) unnecessary in their chosen work.

CHAPTER THREE - DETAILED ANALYSIS OF THE 1967 GRADUATES

INTRODUCTION

Chapter Three of the Follow-Up Study is organized into two sections. The incidence of forms returned by the graduates is presented in Section I. This section of the report is followed by a summary of the responses of the 1967 graduates to each question on the three forms of the questionnaire.

SECTION I - THE INCIDENCE OF FORMS RETURNED

Section I summarizes totally and by sex the general response patterns of the 1967 graduates to Forms A, B, and C of the follow-up questionnaire.

In December 1967, each graduate of the class of 1967 was mailed a questionnaire consisting of a set of forms referred to as A, B, and C. Form A, designed to elicit follow-up data of a general nature, was to be completed by all graduates. In addition to completing Form A, graduates were asked to respond to either Form B or Form C; Form B to be completed by those graduates attending school full-time and Form C to be completed by those graduates who were not attending school full-time. Of the three forms, A and C each consisted of two pages, while Form B consisted of one page.

Questionnaires were mailed to 7223 graduates, representing all of the 1967 graduates of all 16 Baltimore County public high schools. A summary of the incidence of forms returned is presented in Table I. In the upper part of Table I, the incidence of forms returned is reported by individual schools; the lower part of the table contains the same information for boys, girls, and all graduates.

Table I

SUMMARY OF THE RESPONSE PATTERN OF THE 1967 GRADUATES BY INDIVIDUAL SCHOOL

School	Questionnaires Sent to Graduates	Form A Returned		Form B Returned		Form C Returned	
		N	%*	N	%*	N	%*
A	516	402	77.9	233	45.2	172	33.3
B	511	356	69.7	228	44.6	121	23.7
C	576	441	76.6	336	58.3	109	18.9
D	336	275	81.8	248	73.8	28	8.3
E	285	235	82.5	104	36.5	127	44.6
F	180	130	72.2	51	28.3	78	43.3
G	550	437	79.5	336	61.1	98	17.8
H	478	340	71.1	256	53.6	82	17.2
I	600	414	69.0	191	31.8	225	37.5
J	344	300	87.2	144	41.9	153	44.5
K	415	297	71.6	100	24.1	193	46.5
L	660	501	75.9	189	28.6	310	47.0
M	323	242	74.9	85	26.3	160	49.5
N	450	317	70.4	111	24.7	203	45.1
O	784	583	74.4	198	25.3	381	48.6
P	215	155	72.1	44	20.5	108	50.2
Boys	3643	2604	71.5	1513	41.5	1094	30.0
Girls	3580	2821	78.8	1341	37.5	1454	40.6
All Graduates	7223	5425	75.1	2854	39.5	2548	35.3

*Percents based on total number of questionnaires sent to graduates differentiated by school, sex, and total.

As indicated in Table I, 5425 graduates responded to Form A of the questionnaire. This amounted to a 75.1 percent return on the total number of questionnaires sent out. Some variation in the responses was noted from school to school. The range of the percent of Form A returns extended from a low of 69.0 percent at one school to a high of 87.2 percent at another.

From the total number of graduates responding to Form A, there were 2854, or 52.6 percent who also responded to Form B. These graduates were attending school full-time. This incidence of forms returned amounted to a 39.5 percent return on the total number of questionnaires sent out. Of those responding to Form A, 2548 also completed Form C. These graduates were not attending school full-time. This incidence of forms returned amounted to a 35.3 percent return of the graduates surveyed.

Of the 5425 graduates who responded, approximately one-half returned the questionnaire following the initial mailing. A third returned the forms following the first phone call. The remainder, requiring additional contacts, were received prior to the deadline date in February.

Although there were more male than female graduates, the females outnumbered the males in number of forms returned. Specifically, 217 more girls than boys responded to Form A.

Correspondingly, a difference in the incidence of forms returned for Form B and Form C was noted between the male and female graduates. On Form B, 172 more boys than girls reported that they were attending school full-time. On Form C, however, 360 more girls than boys indicated that they were not attending school full-time.

Graduates generally completed the number of forms of the questionnaire as instructed. With few exceptions, graduates completed the second page of the forms composed of two pages.

Some difficulty was evident by responses and/or the lack of responses of the graduates to certain questions that did not follow obvious sequence. This may have been a limitation in the design of the form.

In reviewing the findings reported in this publication, the reader should recognize that these findings are based on the actual number of responses to the question or to the form on which the question appeared and not on the total number of graduates (7223) sent questionnaires.

SECTION II - THE DETAILED ANALYSIS OF THE QUESTIONS

This section of the Follow-Up Study summarizes the responses of the 1967 graduates to all 94 questions on the three forms. All graduates were asked to respond to Form A and either Form B or Form C. Form B was completed by those graduates attending school full-time and Form C by all other graduates.

FORM A - ALL GRADUATES. The information on Form A was provided by all graduates responding to the survey. The percents recorded in the tables appearing in this section have been generated from different bases. These different bases are defined by the asterisk(s) at the bottom of the tables. The percents noted by the double asterisk(**) refer to those graduates who actually returned their questionnaire. Of this group, some graduates neglected to complete certain questions on Form A. Percents, relative to the number of responses to a particular question, are denoted by the single asterisk(*).

WHAT WAS THE MARITAL STATUS OF THE GRADUATES? (A-2)

Table II

SUMMARY OF THE RESPONSE PATTERN OF THE 1967 GRADUATES PERTAINING TO THEIR MARITAL STATUS

Marital Status	Boys			Girls			Total		
	N	%*	%**	N	%*	%**	N	%*	%**
Single	2499	47.0	46.1	2534	47.7	46.7	5033	94.7	92.8
Married	51	1.0	0.9	227	4.3	4.2	278	5.2	5.1
Divorced	0	0.0	0.0	1	0.0	0.0	1	0.0	0.0
Widow(er)	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0
No Response	54		1.0	59		1.1	113		2.1
Total	2604			2821			5425		

*Percents based on total number of graduates responding to this question (5312).

**Percents based on total number of graduates responding to Form A-1 of the questionnaire (5425).

The "Total" column of Table II indicates that less than six percent of the graduates were married. This married group consisted of 227 girls and 51 boys.

HOW MANY YEARS DID THE GRADUATES ATTEND THE BALTIMORE COUNTY SCHOOLS? (A-4) Figure 1, on page 12, graphically illustrates the number of years graduates attended Baltimore County public schools.

Table III

SUMMARY OF THE RESPONSE PATTERN OF THE 1967 GRADUATES CONCERNING THE TOTAL NUMBER OF YEARS OF ATTENDANCE IN BALTIMORE COUNTY PUBLIC SCHOOLS

Years of Attendance	Boys			Girls			Total		
	N	%*	%**	N	%*	%**	N	%*	%**
1 year or less	55	1.0	1.0	60	1.1	1.1	115	2.2	2.1
2 years	93	1.8	1.7	98	1.9	1.8	191	3.6	3.5
3 years	116	2.2	2.1	133	2.5	2.5	249	4.7	4.6
4 years	195	3.7	3.6	224	4.2	4.1	419	7.9	7.7
5 years	77	1.5	1.4	75	1.4	1.4	152	2.9	2.8
6 years	104	2.0	1.9	123	2.3	2.3	227	4.3	4.2
7-9 years	217	4.1	4.0	215	4.1	4.0	432	8.2	8.0
10-11 years	136	2.6	2.5	136	2.6	2.5	272	5.1	5.0
12 or more	1533	29.0	28.3	1692	32.0	31.2	3225	61.1	59.4
No Response	78		1.4	65		1.2	143		2.6
Total	2604			2821			5425		

*Percents based on total number of graduates responding to this question (5282).

**Percents based on total number of graduates responding to Form A-1 of the questionnaire (5425).

Approximately 60 percent of the graduates responding to the questionnaire had attended Baltimore County public schools for 12 or more years. Approximately 77 percent of the graduates had attended six or more years while 17.9 percent had attended four years or less. It cannot be assumed that the years of attendance were continuous.

Inference: See the inference presented on page 13.

HOW DID THE GRADUATES REACT TO THEIR PREPARATION IN SELECTED SUBJECT AREAS? (A-6) A summary of the responses of the graduates to their preparation in selected subject areas is presented in Figure 2, on page 14. Tables IV through XXVI present the graduates' responses to their preparation in specific subject areas.

The reader should note that the percents entered in the upper half of the tables and denoted by a single asterisk were calculated on different bases than the corresponding percents recorded in the lower part of the tables. The asterisks placed after the percent signs denote the base used in each case. Additionally the percents used for the various subject areas were generated from different bases. The number of graduates included in each base differs substantially. This difference in bases is the result of several factors, including whether the subject under consideration was required or elected.

Subjects covered in question six include the following: English, foreign language, social studies, science, mathematics, home economics, vocational education and industrial arts, business education, music, art and physical education.

Preparation in English. (A-6) Table V for English is divided into two parts. The top part of the table includes responses of all graduates who returned Form A. The bottom part of Table V includes the responses of just those graduates who marked "Poorly Prepared." This is the last entry in the top part of the table. This pattern prevails in comparable tables for each of the subjects.

Table IV

SUMMARY OF THE RESPONSE PATTERN OF THE 1967 GRADUATES CONCERNING THEIR COURSE PREPARATION IN ENGLISH AND REASONS GIVEN FOR POOR PREPARATION

All Graduates	Boys			Girls			Total		
	N	%*	%**	N	%*	%**	N	%$*_1$	%**
Subject Not Taken	18	0.3	0.3	15	0.3	0.3	33	0.6	0.6
Well Prepared	754	14.4	13.9	1157	22.0	21.3	1911	36.4	35.2
Adequately Prepared	1313	25.0	24.2	1271	24.2	23.4	2584	49.2	47.6
Poorly Prepared	413	7.9	7.6	308	5.9	5.7	721	13.7	13.3
No Response	106	--	2.0	70	--	1.3	176	--	3.2
Total	2604			2821			5425		

Graduates Poorly Prepared	Boys			Girls			Total		
	N	%*	%**	N	%*	%**	N	%$*_2$	%**
Not Enough Courses Available	5	0.7	0.1	9	1.3	0.2	14	2.0	0.3
Material Needed Not Covered	230	33.5	4.2	222	32.3	4.1	452	65.8	8.3
Lack of Study Habits and Skills	126	18.3	2.3	50	7.3	0.9	176	25.6	3.2
Other	29	4.2	0.5	16	2.3	0.3	45	6.6	0.8
No Response	2214	--	40.8	2524	--	46.5	4738	--	87.3
Total	2604			2821			5425		

*Percents based on total number of graduates responding to this question ($*_1$ 5249) ($*_2$ 687).

**Percents based on total number of graduates responding to Form A-1 of the questionnaire (5425).

In order to provide as much information as possible on question six, an additional set of percents was generated on the number of graduates who specified their amount of preparation in each of the subject areas. Graduates who marked "Subject Not Taken" or failed to respond to the question were not included in the table specifying the amount of preparation in the various subject areas. This information concerning the area of English is recorded in Table V. Similar data is provided for each subject area in subsequent tables.

The discussion and inference for each subject area were derived from the data included in either or both tables for each subject.

Table V

SUMMARY OF THE RESPONSE PATTERN OF THE 1967 GRADUATES SPECIFYING THEIR AMOUNT OF PREPARATION IN ENGLISH

Graduates Specifying Amount of Help	Boys		Girls		Total	
	N	%*	N	%*	N	%*
Well Prepared	754	30.4	1157	42.3	1911	36.6
Adequately Prepared	1313	52.9	1271	46.5	2584	49.5
Poorly Prepared	413	16.7	308	11.3	721	13.8
Total	2480		2736		5216	

*Percents based on total number of graduates who specified their amount of preparation (5216).

Of those graduates who indicated their amount of preparation in English, approximately 86 percent felt that they were either adequately or well prepared. Four hundred three more girls than boys indicated that they were well prepared.

The graduates who indicated dissatisfaction with their preparation in English indicated "Material Needed Not Covered" and "Lack of Study Habits and Skills" as the major reasons for their poor preparation. The former reason was indicated nearly three times as often as the latter.

Inference: Over 65 percent of the graduates who gave a reason for their poor preparation in English indicated "Material Needed Not Covered" as the major reason for their poor preparation. Further investigation might delineate the area of English (composition, grammar, reading, spelling, etc.) not sufficiently covered.

Thirty-three graduates indicated that they did not take English. Possible explanations of this may include (1) a misinterpretation of the question and (2) students enrolled in special kinds of programs.

Preparation in foreign language. (A-6) Table VI presents the graduates' responses to their preparation in foreign language. Table VII contains additional information about foreign language. This table summarizes responses made by only those graduates who specified the amount of preparation they received in foreign language. The fact that foreign language is an elective subject rather than a required subject like English is reflected in both tables.

Table VI

SUMMARY OF THE RESPONSE PATTERN OF THE 1967 GRADUATES CONCERNING THEIR COURSE PREPARATION IN FOREIGN LANGUAGE AND REASONS GIVEN FOR POOR PREPARATION

All Graduates	Boys			Girls			Total		
	N	%*	%**	N	%*	%**	N	%*$_1$	%**
Subject Not Taken	878	17.1	16.2	992	19.3	18.3	1870	36.5	34.5
Well Prepared	266	5.2	4.9	478	9.3	8.8	744	14.5	13.7
Adequately Prepared	768	15.0	14.2	851	16.6	15.7	1619	31.6	29.8
Poorly Prepared	525	10.2	9.7	371	7.2	6.8	896	17.5	16.5
No Response	167	--	3.1	129	--	2.4	296	--	5.5
Total	2604			2821			5425		

Graduates Poorly Prepared	Boys			Girls			Total		
	N	%*	%**	N	%*	%**	N	%*$_2$	%**
Not Enough Courses Available	8	1.0	0.1	6	0.7	0.1	14	1.7	0.3
Material Needed Not Covered	97	11.6	1.8	110	13.2	2.0	207	24.8	3.8
Lack of Study Habits & Skills	290	34.8	5.3	128	15.4	2.4	418	50.2	7.7
Other	89	10.7	1.6	105	12.6	1.9	194	23.3	3.6
No Response	2120	--	39.1	2472	--	45.6	4592	--	84.6
Total	2604			2821			5425		

Percents based on total number of graduates responding to this question ($_1$ 5129) (*$_2$ 833).

**Percents based on total number of graduates responding to Form A-1 of the questionnaire (5425).

Table VII

SUMMARY OF THE RESPONSE PATTERN OF THE 1967 GRADUATES SPECIFYING THEIR AMOUNT OF PREPARATION IN FOREIGN LANGUAGE

Graduates Specifying Amount of Help	Boys		Girls		Total	
	N	%*	N	%*	N	%*
Well Prepared	266	17.1	478	28.1	744	22.8
Adequately Prepared	768	49.3	851	50.1	1619	49.7
Poorly Prepared	525	33.7	371	21.8	896	27.5
Total	1559		1700		3259	

*Percents based on the total number of graduates who specified their amount of preparation (3259).

Approximately 60 percent (3259) of the 1967 graduates who responded to Form A-1 studied a foreign language. Of this group, 896 of the graduates indicated they were poorly prepared. The major reasons cited by the graduates for their poor preparation were "Lack of Study Habits and Skills" and "Material Needed Not Covered."

Inference: About one-half of the graduates who felt they were poorly prepared indicated that the poor preparation was due to poor study habits and skills. Possible explanations for the dissatisfaction expressed by the other graduates might include the following: (1) unrealistic expectations of the graduates themselves during their exposure to foreign language courses, (2) variations in the approach to teaching foreign language, and (3) different standards between and among various educational levels.

Table VIII

SUMMARY OF THE RESPONSE PATTERN OF THE 1967 GRADUATES CONCERNING THEIR COURSE PREPARATION IN SOCIAL STUDIES AND REASONS GIVEN FOR POOR PREPARATION

All Graduates	Boys			Girls			Total		
	N	%*	%**	N	%*	%**	N	%$*_1$	%**
Subject Not Taken	50	1.0	0.9	34	0.7	0.6	84	1.6	1.5
Well Prepared	1079	20.8	19.9	1076	20.7	19.8	2155	41.4	39.7
Adequately Prepared	1203	23.1	22.2	1461	28.1	26.9	2664	51.2	49.1
Poorly Prepared	146	2.8	2.7	151	2.9	2.8	297	5.7	5.5
No Response	126	--	2.3	99	--	1.8	225	--	4.1
Total	2604			2821			5425		

Graduates Poorly Prepared	Boys			Girls			Total		
	N	%*	%**	N	%*	%**	N	%$*_2$	%**
Not Enough Courses Available	4	1.6	0.1	4	1.6	0.1	8	3.1	0.1
Material Needed Not Covered	50	19.5	0.9	43	16.7	0.8	93	36.2	1.7
Lack of Study Habits & Skills	38	14.8	0.7	54	21.0	1.0	92	35.8	1.7
Other	31	12.1	0.6	33	12.8	0.6	64	24.9	1.2
No Response	2481	--	45.7	2687	--	49.5	5168	--	95.3
Total	2604			2821			5425		

*Percents based on total number of graduates responding to this question ($*_1$ 5200) ($*_2$ 257).

**Percents based on total number of graduates responding to Form A 1 of the questionnaire (5425).

Table IX presents additional information by graduates who specified the amount of preparation they received in social studies.

Table IX

SUMMARY OF THE RESPONSE PATTERN OF THE 1967 GRADUATES SPECIFYING THEIR AMOUNT OF PREPARATION IN SOCIAL STUDIES

Graduates Specifying Amount of Help	Boys		Girls		Total	
	N	%*	N	%*	N	%*
Well Prepared	1079	44.4	1076	40.0	2155	42.1
Adequately Prepared	1203	49.5	1461	54.3	2664	52.1
Poorly Prepared	146	6.0	151	5.6	297	5.8
Total	2428		2688		5116	

*Percents based on total number of graduates who specified their amount of preparation (5116).

Of the graduates specifying their amount of preparation in social studies, approximately 94 percent felt that they were adequately or well prepared. Of the 257 graduates who indicated reasons for their poor preparation, 93 or 36.2 percent gave as their reason "Material Needed Not Covered" and 92 graduates or 35.8 percent felt that a "Lack of Study Habits and Skills" accounted for their poor preparation. Eighty-four of the graduates indicated that the subject was not taken, and 225 did not respond to the question.

Inference: At least three credits in this area are required for graduation; it can therefore be inferred that some of the graduates who marked "Subject Not Taken" did not comprehend the question clearly or were enrolled in special programs.

Preparation in science. (A-6)

Table X

SUMMARY OF THE RESPONSE PATTERN OF THE 1967 GRADUATES CONCERNING THEIR COURSE PREPARATION IN SCIENCE AND REASONS GIVEN FOR POOR PREPARATION

All Graduates	Boys			Girls			Total		
	N	%*	%**	N	%*	%**	N	%*$_1$	%**
Subject Not Taken	116	2.3	2.1	251	4.9	4.6	367	7.1	6.8
Well Prepared	818	15.9	15.1	617	12.0	11.4	1435	27.9	26.5
Adequately Prepared	1266	24.6	23.3	1475	28.6	27.2	2741	53.2	50.5
Poorly Prepared	259	5.0	4.8	350	6.8	6.5	609	11.8	11.2
No Response	145	--	2.7	128	--	2.4	273	--	5.0
Total	2604			2821			5425		

Graduates Poorly Prepared	Boys			Girls			Total		
	N	%*	%**	N	%*	%**	N	%*$_2$	%**
Not Enough Courses Available	19	3.5	0.4	18	3.3	0.3	37	6.8	0.7
Material Needed Not Covered	67	12.3	1.2	91	16.7	1.7	158	29.0	2.9
Lack of Study Habits & Skills	92	16.9	1.7	120	22.0	2.2	212	38.9	3.9
Other	50	9.2	0.9	88	16.1	1.6	138	25.3	2.5
No Response	2376	--	43.8	2504	--	46.2	4880	--	90.0
Total	2604			2821			5425		

Percents based on total number of graduates responding to this question ($_1$ 5152) (*$_2$ 545).

**Percents based on total number of graduates responding to Form A 1 of the questionnaire (5425).

Table XI presents additional information by graduates who specified the amount of preparation they received in science.

Table XI

SUMMARY OF THE RESPONSE PATTERN OF THE 1967 GRADUATES SPECIFYING THEIR AMOUNT OF PREPARATION IN SCIENCE

Graduates Specifying Amount of Help	Boys		Girls		Total	
	N	%*	N	%*	N	%*
Well Prepared	818	34.9	617	25.3	1435	30.0
Adequately Prepared	1266	54.0	1475	60.4	2741	57.3
Poorly Prepared	259	11.1	350	14.3	609	12.7
Total	2343		2442		4785	

*Percents based on total number of graduates who specified their amount of preparation (4785).

Among the graduates who specified their amount of preparation in science, 87.3 percent felt either adequately or well prepared. Approximately 13 percent of the graduates who specified their amount of preparation indicated that they were "Poorly Prepared" in science. The graduates who specified that they were "Poorly Prepared" indicated "Lack of Study Habits and Skills" as the major reason for their poor preparation.

Inference: The data seem to suggest that students generally considered their preparation in science adequate or better than adequate.

Preparation in mathematics. (A-6)

Table XII

SUMMARY OF THE RESPONSE PATTERN OF THE 1967 GRADUATES CONCERNING THEIR COURSE PREPARATION IN MATHEMATICS AND REASONS GIVEN FOR POOR PREPARATION

All Graduates	Boys			Girls			Total		
	N	%*	%**	N	%*	%**	N	%$*_1$	%**
Subject Not Taken	65	1.3	1.2	198	3.8	3.6	263	5.1	4.8
Well Prepared	1136	21.9	20.9	1050	20.2	19.4	2186	42.0	40.3
Adequately Prepared	999	19.2	18.4	1187	22.8	21.9	2186	42.0	40.3
Poorly Prepared	285	5.5	5.3	279	5.4	5.1	564	10.8	10.4
No Response	119	--	2.2	107	--	2.0	226	--	4.2
Total	2604			2821			5425		

Graduates Poorly Prepared	Boys			Girls			Total		
	N	%*	%**	N	%*	%**	N	%$*_2$	%**
Not Enough Courses Available	8	1.6	0.1	4	0.8	0.1	12	2.4	0.2
Material Needed Not Covered	62	12.5	1.1	54	10.9	1.0	116	23.3	2.1
Lack of Study Habits & Skills	137	27.6	2.5	128	25.8	2.4	265	53.3	4.9
Other	43	8.7	0.8	61	12.3	1.1	104	20.9	1.9
No Response	2354	--	43.4	2574	--	47.4	4928	--	90.8
Total	2604			2821			5425		

*Percents based on total number of graduates responding to this question ($*_1$ 5199) ($*_2$ 497).

**Percents based on total number of graduates responding to Form A 1 of the questionnaire (5425).

Table XIII presents additional information by graduates who specified the amount of preparation they received in mathematics.

Table XIII

SUMMARY OF THE RESPONSE PATTERN OF THE 1967 GRADUATES SPECIFYING THEIR AMOUNT OF PREPARATION IN MATHEMATICS

Graduates Specifying Amount of Help	Boys		Girls		Total	
	N	%*	N	%*	N	%*
Well Prepared	1136	46.9	1050	41.7	2186	44.3
Adequately Prepared	999	41.3	1187	47.2	2186	44.3
Poorly Prepared	285	11.8	279	11.1	564	11.4
Total	2420		2516		4936	

*Percents based on total number of graduates who specified their amount of preparation (4936).

Of those graduates specifying their amount of preparation, approximately 89 percent felt that they were adequately or well prepared in mathematics. The approximate 11 percent who felt that they were "Poorly Prepared" gave as their major reasons "Lack of Study Habits and Skills" and "Material Needed Not Covered."

Inference: The data seem to suggest that students generally considered their preparation in mathematics adequate or better than adequate.

Preparation in home economics. (A-6)

Table XIV

SUMMARY OF THE RESPONSE PATTERN OF THE 1967 GRADUATES CONCERNING THEIR COURSE PREPARATION IN HOME ECONOMICS AND REASONS GIVEN FOR POOR PREPARATION

All Graduates	Boys			Girls			Total		
	N	%*	%**	N	%*	%**	N	%*$_1$	%**
Subject Not Taken	2208	44.6	40.7	814	16.4	15.0	3022	61.0	55.7
Well Prepared	14	0.3	0.3	929	18.8	17.1	943	19.0	17.4
Adequately Prepared	19	0.4	0.4	868	17.5	16.0	887	17.9	16.4
Poorly Prepared	24	0.5	0.4	77	1.6	1.4	101	2.0	1.9
No Response	339	--	6.2	133	--	2.5	472	--	8.7
Total	2604			2821			5425		

Graduates Poorly Prepared	Boys			Girls			Total		
	N	%*	%**	N	%*	%**	N	%*$_2$	%**
Not Enough Courses Available	2	2.3	0.0	12	14.0	0.2	14	16.3	0.3
Material Needed Not Covered	0	0.0	0.0	17	19.8	0.3	17	19.8	0.3
Lack of Study Skills & Habits	1	1.2	0.0	13	15.1	0.2	14	16.3	0.3
Other	15	17.4	0.3	26	30.2	0.5	41	47.7	0.8
No Response	2586	--	47.7	2753	--	50.7	5339	--	98.4
Total	2604			2821			5425		

Percents based on total number of graduates responding to this question ($_1$ 4953) (*$_2$ 86).

**Percents based on total number of graduates responding to Form A 1 of the questionnaire (5425).

Table XV presents additional information by graduates who specified the amount of preparation in home economics.

Table XV

SUMMARY OF THE RESPONSE PATTERN OF THE 1967 GRADUATES SPECIFYING THEIR AMOUNT OF PREPARATION IN HOME ECONOMICS

Graduates Specifying Amount of Help	Boys		Girls		Total	
	N	%*	N	%*	N	%*
Well Prepared	14	24.6	929	49.6	943	48.8
Adequately Prepared	19	33.3	868	46.3	837	45.9
Poorly Prepared	24	42.1	77	4.1	101	5.2
Total	57		1874		1931	

*Percents based on total number of graduates who specified their amount of preparation (1931).

Of the girls specifying their amount of preparation in home economics, approximately 95 percent felt that they were adequately or well prepared. The 77 girls who felt that they were poorly prepared gave as their reasons "Materials Needed Not Covered," "Lack of Study Habits and Skills," and "Not Enough Courses Available."

Inference: The data seem to suggest that the large majority of the girls taking courses in home economics responded positively to the experience. Those who felt they were poorly prepared did not seem to identify any particular factor as the cause of poor preparation.

Preparation in industrial arts and vocational education. (A-6)

Table XVI

SUMMARY OF THE RESPONSE PATTERN OF THE 1967 GRADUATES CONCERNING THEIR COURSE PREPARATION IN INDUSTRIAL ARTS AND VOCATIONAL EDUCATION AND REASONS GIVEN FOR POOR PREPARATION

All Graduates	Boys			Girls			Total		
	N	%*	%**	N	%*	%**	N	%*$_1$	%**
Subject Not Taken	954	19.0	17.6	2372	47.3	43.7	3326	66.3	61.3
Well Prepared	715	14.3	13.2	103	2.1	1.9	818	16.3	15.1
Adequately Prepared	598	11.9	11.0	102	2.0	1.9	700	14.0	12.9
Poorly Prepared	124	2.5	2.3	46	0.9	0.8	170	3.4	3.1
No Response	213	--	3.9	198	--	3.6	411	--	7.6
Total	2604			2821			5425		

Graduates Poorly Prepared	Boys			Girls			Total		
	N	%*	%**	N	%*	%**	N	%*$_2$	%**
Not Enough Courses Available	18	12.6	0.3	12	8.4	0.2	30	21.0	0.6
Material Needed Not Covered	29	20.3	0.5	3	2.1	0.1	32	22.4	0.6
Lack of Study Habits & Skills	16	11.2	0.3	6	4.2	0.1	22	15.4	0.4
Other	40	28.0	0.7	19	13.3	0.4	59	41.3	1.1
No Response	2501	--	46.1	2781	--	51.3	5282	--	97.4
Total	2604			2821			5425		

Percents based on total number of graduates responding to this question ($_1$ 5014) (*$_2$ 143).

**Percents based on total number of graduates responding to Form A 1 of the questionnaire (5425).

Table XVII presents additional information by graduates who specified the amount of preparation in industrial arts and vocational education.

Table XVII

SUMMARY OF THE RESPONSE PATTERN OF THE 1967 GRADUATES SPECIFYING THEIR AMOUNT OF PREPARATION IN INDUSTRIAL ARTS AND VOCATIONAL EDUCATION

Graduates Specifying Amount of Help	Boys		Girls		Total	
	N	%*	N	%*	N	%*
Well Prepared	715	49.7	103	41.0	818	48.5
Adequately Prepared	598	41.6	102	40.6	700	41.5
Poorly Prepared	124	8.6	46	18.3	170	10.1
Total	1437		251		1688	

*Percents based on total number of graduates who specified their amount of preparation (1688).

Approximately 90 percent of the graduates who specified the amount of preparation indicated that they were adequately or well prepared. Ten percent of the graduates who stated their amount of preparation in industrial arts and vocational education indicated they were "Poorly Prepared." Of those who stated a reason for poor preparation, 62 graduates indicated either "Not Enough Courses Available" or "Material Needed Not Covered." There were 251 girls enrolled in industrial arts and vocational courses.

Inference: Traditionally, industrial arts and vocational education has been a field of study for boys. In the future, however, the enrollment of girls in courses in industrial arts and vocational education can be expected to increase substantially. Reasons for the increased enrollment of girls would include new programs of study, new education centers to accommodate vocational courses for girls, more competition among women for employment in fields previously closed to them, and the changing attitude of girls toward vocational education and industrial arts.

Preparation in business education. (A-6)

Table XVIII

SUMMARY OF THE RESPONSE PATTERN OF THE 1967 GRADUATES CONCERNING THEIR COURSE PREPARATION IN BUSINESS EDUCATION AND REASONS GIVEN FOR POOR PREPARATION

All Graduates	Boys			Girls			Total		
	N	%*	%**	N	%*	%**	N	%*1	%**
Subject Not Taken	1754	34.9	32.3	1357	27.0	25.0	3111	61.9	57.3
Well Prepared	238	4.7	4.4	798	15.9	14.7	1036	20.6	19.1
Adequately Prepared	280	5.6	5.2	427	8.5	7.9	707	14.1	13.0
Poorly Prepared	82	1.6	1.5	93	1.8	1.7	175	3.5	3.2
No Response	250	--	4.6	146	--	2.7	396	--	7.3
Total	2604			2821			5425		

Graduates Poorly Prepared	Boys			Girls			Total		
	N	%*	%**	N	%*	%**	N	%*2	%**
Not Enough Courses Available	14	9.4	0.3	18	12.1	0.3	32	21.5	0.6
Material Needed Not Covered	15	10.1	0.3	14	9.4	0.3	29	19.5	0.5
Lack of Study Habits & Skills	9	6.0	0.2	23	15.4	0.4	32	21.5	0.6
Other	26	17.4	0.5	30	20.1	0.6	56	37.6	1.0
No Response	2540	--	46.8	2736	--	50.4	5276	--	97.3
Total	2604			2821			5425		

*Percents based on total number of graduates responding to this question. (*1 5029) (*2 149).

**Percents based on total number of graduates responding to Form A 1 of the questionnaire (5425).

Table XIX presents additional information by graduates who specified the amount of preparation in business education.

Table XIX

SUMMARY OF THE RESPONSE PATTERN OF THE 1967 GRADUATES SPECIFYING THEIR AMOUNT OF PREPARATION IN BUSINESS EDUCATION

Graduates Specifying Amount of Help	Boys		Girls		Total	
	N	%*	N	%*	N	%*
Well Prepared	238	39.7	798	60.5	1036	54.0
Adequately Prepared	280	46.7	427	32.4	707	36.9
Poorly Prepared	82	13.7	93	7.1	175	9.1
Total	600		1318		1918	

*Percents based on total number of graduates who specified their amount of preparation (1918).

Approximately 91 percent of the graduates who indicated their amount of preparation in business education considered themselves to be adequately or well prepared. Fifty-four percent felt that they were "Well Prepared." Nine percent felt "Poorly Prepared." Of the 149 graduates who gave reasons for their poor preparation, approximately 41 percent indicated "Not Enough Courses Available" and "Materials Needed Not Covered." Almost 38 percent of this group gave "Other" as a reason.

Inference: The graduates seem satisfied with the skills acquired in the business education program.

Preparation in music. (A-6)

Table XX

SUMMARY OF THE RESPONSE PATTERN OF THE 1967 GRADUATES CONCERNING THEIR COURSE PREPARATION IN MUSIC AND REASONS GIVEN FOR POOR PREPARATION

All Graduates	Boys			Girls			Total		
	N	%*	%**	N	%*	%**	N	%*$_1$	%**
Subject Not Taker	1615	32.0	29.8	1536	30.5	28.3	3151	62.5	58.1
Well Prepared	305	6.1	5.6	467	9.3	8.6	772	15.3	14.2
Adequately Prepared	365	7.2	6.7	575	11.4	10.6	940	18.7	17.3
Poorly Prepared	94	1.9	1.7	83	1.6	1.5	177	3.5	3.3
No Response	225	--	4.1	160	--	2.9	385	--	7.1
Total	2604			2821			5425		

Graduates Poorly Prepared	Boys			Girls			Total		
	N	%*	%**	N	%*	%**	N	%*$_2$	%**
Not Enough Courses Available	18	11.9	0.3	18	11.9	0.3	36	23.8	0.7
Material Needed Not Covered	16	10.6	0.3	30	19.9	0.6	46	30.5	0.8
Lack of Study Habits & Skills	14	9.3	0.3	9	6.0	0.2	23	15.2	0.4
Other	32	21.2	0.6	14	9.3	0.3	46	30.5	0.8
No Response	2524	--	46.5	2750	--	50.7	5274	--	97.2
Total	2604			2821			5425		

Percents based on total number of graduates responding to this question ($_1$ 5040) (*$_2$ 151).

**Percents based on total number of graduates responding to Form A 1 of the questionnaire (5425).

Table XXI presents additional information by graduates who specified the amount of preparation in music.

Table XXI

SUMMARY OF THE RESPONSE PATTERN OF THE 1967 GRADUATES SPECIFYING THEIR AMOUNT OF PREPARATION IN MUSIC

Graduates Specifying Amount of Help	Boys		Girls		Total	
	N	%*	N	%*	N	%*
Well Prepared	305	39.9	467	41.5	772	40.9
Adequately Prepared	365	47.8	575	51.1	940	49.8
Poorly Prepared	94	12.3	83	7.4	177	9.4
Total	764		1125		1889	

*Percents based on total number of graduates who specified their amount of preparation (1889).

There were 1889 graduates, or approximately 35 percent of the 5425 graduates who returned Form A 1 of the questionnaire, who indicated that they had participated in at least one course in music. Of those 1889 who did specify their amount of preparation, approximately 91 percent felt that they were well or adequately prepared. The ten percent who felt they were "Poorly Prepared" did not single out any particular major reason for this poor preparation.

Preparation in art. (A-6)

Table XXII

SUMMARY OF THE RESPONSE PATTERN OF THE 1967 GRADUATES CONCERNING THEIR COURSE PREPARATION IN ART AND REASONS GIVEN FOR POOR PREPARATION

All Graduates	Boys			Girls			Total		
	N	%*	%**	N	%*	%**	N	%*$_1$	%**
Subject Not Taken	1687	33.6	31.1	1787	35.6	32.9	3474	69.1	64.0
Well Prepared	233	4.6	4.3	299	6.0	5.5	532	10.6	9.8
Adequately Prepared	363	7.2	6.7	475	9.5	8.8	838	16.7	15.4
Poorly Prepared	87	1.7	1.6	94	1.9	1.7	181	3.6	3.3
No Response	234	--	4.3	166	--	3.1	400	--	7.4
Total	2604			2821			5425		

Graduates Poorly Prepared	Boys			Girls			Total		
	N	%*	%**	N	%*	%**	N	%*$_2$	%**
Not Enough Courses Available	8	5.4	0.1	15	10.2	0.3	23	15.6	0.4
Material Needed Not Covered	12	8.2	0.2	21	14.3	0.4	33	22.4	0.6
Lack of Study Habits & Skills	16	10.9	0.3	18	12.2	0.3	34	23.1	0.6
Other	36	24.5	0.7	21	14.3	0.4	57	38.8	1.1
No Response	2532	--	46.7	2746	--	50.6	5278	--	97.3
Total	2604			2821			5425		

Percents based on total number of graduates responding to this question ($_1$ 5025) (*$_2$ 147).

**Percents based on total number of graduates responding to Form A 1 of the questionnaire (5425).

Table XXIII presents additional information by graduates who specified the amount of preparation they received in art.

Table XXIII

SUMMARY OF THE RESPONSE PATTERN OF THE 1967 GRADUATES SPECIFYING THEIR AMOUNT OF PREPARATION IN ART

Graduates Specifying Amount of Help	Boys		Girls		Total	
	N	%*	N	%*	N	%*
Well Prepared	233	34.1	299	34.4	532	34.3
Adequately Prepared	363	53.1	475	54.7	838	54.0
Poorly Prepared	87	12.7	94	10.8	181	11.7
Total	683		868		1551	

*Percents based on total number of graduates who specified their amount of preparation (1551).

Approximately 88 percent of the graduates who specified their amount of preparation in art felt that they were adequately or well prepared. The 147 graduates who gave reasons for their poor preparation were evenly distributed in their choices of reasons. Approximately 69 percent of the graduates who responded to the question indicated that they had not taken art.

Preparation in physical education. (A-6)

Table XXIV

SUMMARY OF THE RESPONSE PATTERN OF THE 1967 GRADUATES CONCERNING THEIR COURSE PREPARATION IN PHYSICAL EDUCATION AND REASONS GIVEN FOR POOR PREPARATION

All Graduates	Boys			Girls			Total		
	N	%*	%**	N	%*	%**	N	%*$_1$	%**
Subject Not Taken	67	1.3	1.2	89	1.7	1.6	156	3.0	2.9
Well Prepared	1399	26.9	25.8	1209	23.3	22.3	2608	50.2	48.1
Adequately Prepared	935	18.0	17.2	1298	25.0	23.9	2233	43.0	41.2
Poorly Prepared	80	1.5	1.5	120	2.3	2.2	200	3.8	3.7
No Response	123	--	2.3	105	--	1.9	228	--	4.2
Total	2604			2821			5425		

Graduates Poorly Prepared	Boys			Girls			Total		
	N	%*	%**	N	%*	%**	N	%*$_2$	%**
Not Enough Courses Available	6	3.5	0.1	4	2.4	0.1	10	5.9	0.2
Material Needed Not Covered	14	8.2	0.3	13	7.6	0.2	27	15.9	0.5
Lack of Study Habits & Skills	9	5.3	0.2	30	17.6	0.6	39	22.9	0.7
Other	36	21.2	0.7	58	34.1	1.1	94	55.3	1.7
No Response	2539	--	46.8	2716	--	50.1	5255	--	96.9
Total	2604			2821			5425		

*Percents based on total number of graduates responding to this question ($*_1$ 5197) ($*_2$ 170).

**Percents based on total number of graduates responding to Form A 1 of the questionnaire (5425).

Table XXV presents additional information by graduates who specified the amount of preparation they received in physical education.

Table XXV

SUMMARY OF THE RESPONSE PATTERN OF THE 1967 GRADUATES SPECIFYING THEIR AMOUNT OF PREPARATION IN PHYSICAL EDUCATION

Graduates Specifying Amount of Help	Boys		Girls		Total	
	N	%*	N	%*	N	%*
Well Prepared	1399	57.9	1209	46.0	2608	51.7
Adequately Prepared	935	38.7	1298	49.4	2233	44.3
Poorly Prepared	80	3.3	120	4.6	200	4.0
Total	2414		2627		5041	

*Percents based on total number of graduates who specified their amount of preparation (5041).

Ninety-six percent of all those graduates who responded to the amount of preparation in physical education indicated that they were adequately or well prepared. Nearly half of the 200 graduates who indicated that their preparation was poor marked "Other" as their reason.

Inference: It appears that the physical education program as constituted at the time of the survey was satisfactory to most of the graduates. The relatively high incidence of "Other" as a reason for poor preparation when compared to the response pattern of previous tables may reflect the inability of some students to participate because of medical reasons.

In addition to the differences and inferences evident among the subject areas, a number of other considerations became apparent as the data was being analyzed.

In all subject areas the majority of the graduates indicated that they were adequately or well prepared. The reader should know, however, that the percents used in the various subject areas were generated from bases that differed substantially in size. For example, in English, social studies, mathematics and science, the percents were based on larger numbers of graduates than in music, art, home economics, and industrial arts. The latter condition reflected the elective nature of the courses in these areas as well as course prerequisites.

Table XXVI

A SUMMARY OF THE RESPONSE PATTERN IN PERCENTS OF THE 1967 GRADUATES SPECIFYING THE AMOUNT OF PREPARATION IN SELECTED SUBJECT AREAS

Percent* Specifying Amount of Preparation	Selected Subject Areas										
	Eng.	F.L.	S.S.	Sci.	Math.	H.E.	Voc. I.A.	B.E.	Music	Art	P.E.
Well Prepared	36.6	22.8	42.1	30.0	44.3	48.8	48.5	54.0	40.9	34.3	51.7
Adequately Prepared	49.5	49.7	52.1	57.3	44.3	45.9	41.5	36.9	49.8	54.0	44.3
Satisfactorily Prepared**	86.1	72.5	94.2	87.3	88.6	94.7	90.0	90.9	90.7	88.3	96.0
Poorly Prepared	13.8	27.5	5.8	12.7	11.4	5.2	10.1	9.1	9.4	11.7	4.0
Percent*** Specifying Poor Preparation											
Not Enough Courses Available	2.0	1.7	3.1	6.8	2.4	16.3	21.0	21.5	23.8	15.6	5.9
Material Needed Not Covered	65.8	24.8	36.2	29.0	23.3	19.8	22.4	19.5	30.5	22.4	15.9
Lack of Study Habits and Skills	25.6	50.2	35.8	38.9	53.3	16.3	15.4	21.5	15.2	23.1	22.9
Other	6.6	23.3	24.9	25.3	20.9	47.7	41.3	37.6	30.5	38.8	55.3

*Percents based on the number of graduates who specified their amount of preparation (see alternate tables - V through XXV).

**The total of "Well Prepared" and "Adequately Prepared."

***Percents based on number of graduates who stated reasons for their poor preparation (see alternate tables - IV through XXIV).

In Table XXVI, percents recorded in the upper section of the table were generated on the total number of graduates who specified their amount of preparation in each subject area. The category "Subject Not Taken" included in the individual tables for each subject area was eliminated from Table XXVI. In the lower section of Table XXVI, the percents were based on the total number of graduates who gave reasons for their poor preparation. Graduates were instructed to state reasons summarized in the lower section of Table XXVI only if they indicated "Poorly Prepared" to the questions summarized in the upper section of the table. Some graduates who indicated that they were "Poorly Prepared" did not go on and specify the reason for the poor preparation. For example, in English, 721 graduates indicated they were "Poorly Prepared"; yet, when totaling the number of responses in the lower section, there were 687 responses. Consequently, the base for the percents in English in the lower section is 687. Therefore, the reader is cautioned to note that there is a change in the base used in determing percents in each subject area in the lower part of the table.

When reviewing Table XXVI the reader will note the response incidence to the categories "Well Prepared" and "Adequately Prepared" differed somewhat unexpectedly. A larger percent of the graduates felt "Well Prepared" than "Adequately Prepared" in the subject areas of business education, physical education, vocational education and industrial arts, and home economics. In mathematics the incidence of response for the two categories was evenly distributed.

When the two categories "Well Prepared" and "Adequately Prepared" were combined, there was a substantial range to these degress of preparation. In foreign language 72.5 percent of the graduates indicated they were well or adequately prepared; 96.0 percent responded in a similar fashion to their preparation in physical education.

The largest percent -- 27.5 percent, or 896 graduates -- felt that they were poorly prepared in foreign language. In the other subject areas the percent of poor preparation ranged from 4.0 percent in physical education to 13.8 percent in English.

The reader will note that there are few differences between the graduates' evaluation of their preparation in the required subjects (e.g., English, social studies) and preparation in the selective subjects (e.g., vocational education and business education).

Those graduates who indicated that they were poorly prepared in a particular subject area were requested to mark the reasons for the poor preparation in the lower section of the question. The reasons listed on the questionnaire included: "Not Enough Courses Available," "Material Needed Not Covered," "Lack of Study Habits and Skills," and "Other."

Of the graduates who felt they were poorly prepared, from 1.7 percent (foreign language) to 23.8 percent (music) indicated that "Not Enough Courses Were Available." By subject area, the graduates responded to this reason for poor preparation in the following meanner: English, 2.0 percent; mathematics, 2.4 percent; social studies, 3.1 percent; physical education, 5.9 percent; science, 6.8 percent; art, 15.6 percent; home economics, 16.3 percent; business education, 21.5 percent; vocational education and industrial arts, 21.0 percent.

A considerable variation in the percent of graduates who indicated that the "Material Needed Not Covered" was evident from subject area to subject area. In the English area 65.8 percent or 452 graduates, gave this reason for poor preparation. In all other subject areas the number of graduates indicating that the material was not covered ranged from 36.2 percent in social studies to 15.9 percent in physical education.

From 15.2 percent (music) to 53.3 percent (mathematics) of the graduates who thought they were poorly prepared cited "Lack of Study Habits and Skills" as the main reason for poor preparation. Along with reflecting the poor study habits of the graduates, this condition may suggest a need for emphasis in the teaching of skills pertinent to specific disciplines as well as general study habits and skills.

"Other" was cited as the reason for poor preparation from 6.6 percent (English) to 55.3 percent (physical education) of the responding graduates. This was the major reason cited in the following subject areas: physical education, home economics, vocational education and industrial arts, art, and business education. In comparing the reasons for poor preparation the response incidence to the "Other" category appears more often in some subject areas than in others. The difference may suggest the need to refine or investigate the categories listed under these questions either on the local school level and/or by those responsible for this report.

Finally, the analysis of the data disclosed that a degree of error is evident in the response to the questions. For instance, in subject areas where at least two courses are required -- English, science and social studies -- some students indicated the subject had not been taken. This may suggest that the graduate did not comprehend the question clearly, was enrolled in a special program, or responded incorrectly.

WHAT IS THE CURRENT OCCUPATIONAL STATUS OF THE GRADUATES? (A-7) The information provided by the graduates to the three parts -- A, B, and C -- of question seven is reported in Table XXVII on page 93 and Table XXVIII on page 94. Parts A and C are contained in Table XXVII. The responses of the graduates to Part B are recorded in Table XXVIII. Figure 3, page 16, graphically depicts the occupational status of the graduates.

Approximately 2050 graduates (37.8 percent of the group who responded to Form A 1) indicated that they were working 35 or more hours per week. Seven hundred twenty-nine students (13.4 percent of this entire study group) indicated that they were working 34 hours or less per week.

The number of graduates who indicated that they were not employed full or part-time may include college students, men waiting to be inducted into military service, and those unable to work. Of this group, 1869 graduates (34.5 percent of those in the study) were not seeking work. A pertinent number to observe in this table is the "Not Employed" who were interested in seeking full-time or part-time employment (344 or 6.3 percent of the graduates in the study). This number was rather evenly distributed between girls and boys.

The kind of employment indicated by graduates is represented by Figure 4 on page 16.

Table XXVII

SUMMARY OF THE RESPONSE PATTERN OF THE 1967 GRADUATES CONCERNING THEIR PRESENT OCCUPATION STATUS

Employment Status	Boys			Girls			Total		
	N	%*	%**	N	%*	%**	N	%*$_1$	%**
Seeking Work	171	7.7	3.2	173	7.8	3.2	344	15.5	6.3
Not Seeking Work	876	39.6	16.1	993	44.9	18.3	1869	84.5	34.5
Not Employed	1047	--	19.3	1166	--	21.5	2213	--	40.8
No Response	1557	--	28.7	1655	--	30.5	3212	--	59.2
Total	2604			2821			5425		

Hours Per Week	Boys			Girls			Total		
	N	%*	%**	N	%*	%**	N	%*$_2$	%**
1-10 hours per week	85	3.1	1.6	92	3.3	1.7	177	6.4	3.3
11-20 hours per week	213	7.7	3.9	120	4.3	2.2	333	12.0	6.1
21-34 hours per week	153	5.5	2.8	66	2.4	1.2	219	7.9	4.0
35-40 hours per week	551	19.8	10.2	1039	37.4	19.2	1590	57.2	29.3
41 or more hours per week	327	11.8	6.0	133	4.8	2.5	460	16.6	8.5
Number Employed	1329	--	24.5	1450	--	26.7	2779	--	51.2
No Response	1275	--	23.5	1371	--	25.3	2646	--	48.8
Total	2604			2821			5425		

Percents based on total number of graduates responding to this question ($_1$ 2213) (*$_2$ 2779).

**Percents based on total number of graduates responding to Form A 1 of the questionnaire (5425).

Table XXVIII

SUMMARY OF THE RESPONSE PATTERN OF THE 1967 GRADUATES CONCERNING THEIR KIND OF EMPLOYMENT

Kind of Employment	Boys			Girls			Total		
	N	%*	%**	N	%*	%**	N	%*	%**
Professional/Semi Professional (Reporter, Draftsman, Entertainer)	112	4.1	2.1	65	2.4	1.2	177	6.5	3.3
Agriculture	12	0.4	0.2	1	0.0	0.0	13	0.5	0.2
Clerical-Sales (Secretary, Typist, Salesman)	230	8.5	4.2	1081	39.8	19.9	1311	48.3	24.2
Craftsmen (Building Construction, Tradesman, Machinist)	176	6.5	3.2	3	0.1	0.1	179	6.6	3.3
Operator (Apprentice, Machine or Assembly Worker)	145	5.3	2.7	102	3.8	1.9	247	9.1	4.6
Housewife	0	0.0	0.0	87	3.2	1.6	87	3.2	1.6
Domestic	8	0.3	0.1	11	0.4	0.2	19	0.7	0.4
Protective	74	2.7	1.4	5	0.2	0.1	79	2.9	1.5
Service Worker	135	5.0	2.5	62	2.3	1.1	197	7.3	3.6
Industrial	150	5.5	2.8	23	0.8	0.4	173	6.4	3.2
Non-Industrial	171	6.3	3.2	37	1.4	0.7	208	7.7	3.8
Proprietor or Manager	25	0.9	0.5	1	0.0	0.0	26	1.0	0.5
Number Employed	1238	--	22.8	1478	--	27.2	2716	--	50.1
No Response	1366	--	25.2	1343	--	24.8	2709	--	49.9
Total	2604			2821			5425		

*Percents based on total number of graduates responding to this question (2716).

**Percents based on total number of graduates responding to Form A 1 of the questionnaire (5425).

Among those graduates working full or part-time, "Clerical-Sales" work was the most frequently reported job classification. This category involved 1311 graduates, or 48.3 percent of those who responded to this question. One thousand eighty-one girls made up the larger part of this group.

No other classifications approached "Clerical-Sales" in numbers. A fairly even distribution existed among the others with the exceptions of the categories of "Agriculture," "Domestics," and "Proprietor/Manager" reported by 1.0 percent or less of the graduates responding to the question.

The "No Response" group on this table includes those students who were attending school full-time.

Inference: Of the 227 girls who indicated in Table II that they were married, 87 girls reported their occupational status as "Housewife." This suggests that most of the married girls are also employed. Sixty-three graduates who indicated that they were working as indicated in Table XXVII are not accounted for in Table XXVIII. This may indicate that some graduates experienced difficulty in recording their occupations in the classifications included in question seven.

HOW DID THE GRADUATES REACT TO THE DEGREE OF HELP RECEIVED FROM THE HIGH SCHOOL GUIDANCE SERVICES? (A-8) A summary of the responses of the graduates to the degree of help received from high school guidance services is presented in Figure 5 on page 18. Tables XXIX through XLV record the reactions of the graduates to the degree of help received in selected areas of guidance services.

In each of the areas of help listed, the largest proportion of the graduates indicated that they received "A Great Deal" or "Some" help from the guidance counselors. Simply, these reactions can be interpreted as a vote of confidence in guidance services.

However, interpreting the "Does Not Apply," "None," and "No Response," from the different guidance services evades simple explanation. For example, it was quite probable that many graduates did not need help with certain types of the guidance services. Graduates from more affluent backgrounds may not have found it necessary to inquire or seek help about the financial aspects of continuing their education. In all probability many graduates did not feel the necessity to seek personal counseling, nor did they interpret the help received from guidance counselors as aspects of personal counseling. Accordingly, the reader should be aware that the areas of help listed may or may not have been applicable to all graduates and were subject to the individual's interpretation of his need of a specific guidance service. Services of this kind were "Help in Seeking Financial Aid," "Help in Seeking Employment," "Help in Securing Military Service Information," "Help Through Personal Counseling," and "Help in Planning For Future Education."

Estimates of the importance of these considerations can be approximated from the magnitude of the responses to the categories of "Does Not Apply," "None," and "No Response."

Most counselors consider the guidance services of "Help in Recognizing One's Ability," "Help in Career Planning," and "Help in Interpretation of Tests and Other Data" applicable to all graduates. Regarding these guidance services, however, a substantial number of graduates indicated that they received no help, or checked the "Does Not Apply" response category. This response pattern raised questions that warrant further study.

Partial explanation of these questions were provided by the supplementary responses of those graduates who felt that they did not receive any help in a particular guidance area. The structure of the questionnaire allowed for supplementary responses that provided the graduates an opportunity to indicate the reason(s) for no help. Many graduates who felt they didn't receive satisfactory help indicated that they "Didn't Seek Help of Counselor," and "Received Help Elsewhere," as well as "Didn't Receive Satisfactory Help." Of interest, but not available from this data, are other reasons, if any, why the graduates didn't seek the help of counselors. Other similar questions also need to be explored.

Two tables have been included for each of the eight guidance services listed on the questionnaire. For each service, the second table contains additional information by graduates who specified the amount of counselor help received. Graduates who either marked "Does Not Apply" or failed to answer the question are not included in the second table for each service.

The discussion and inference for each of the guidance service areas were derived from data included in either or both tables from each service.

Recognizing One's Ability. (A-8)

Table XXIX

SUMMARY OF THE RESPONSE PATTERN OF THE 1967 GRADUATES CONCERNING THE HELP RECEIVED FROM THEIR HIGH SCHOOL GUIDANCE SERVICES IN RECOGNIZING ONE'S ABILITY

Degree of Help	Boys			Girls			Total		
	N	%*	%**	N	%*	%**	N	%*$_2$	%**
Does Not Apply	143	3.0	2.6	137	2.9	2.5	280	5.9	5.2
A Great Deal	305	6.4	5.6	349	7.3	6.4	654	13.7	12.1
Some	1150	24.0	21.2	1160	24.2	21.4	2310	48.3	42.6
None	676	14.1	12.5	864	18.1	15.9	1540	32.2	28.4
No Response	330	--	6.1	311	--	5.7	641	--	11.8
Total	2604			2821			5425		

Reasons for No Help	Boys			Girls			Total		
	N	%*	%**	N	%*	%**	N	%*$_2$	%**
Didn't Seek Help of Counselor	439	29.9	8.1	565	38.5	10.4	1004	68.4	18.5
Received Help Elsewhere	67	4.6	1.2	102	6.9	1.9	169	11.5	3.1
Didn't Receive Satisfactory Help	102	6.9	1.9	120	8.2	2.2	222	15.1	4.1
Other	39	2.7	0.7	34	2.3	0.6	73	5.0	1.3
No Response	1977	--	36.4	2008	--	37.0	3985	--	73.5
Total	2624			2829			5453		

Percents based on total number of responses to this question ($_1$ 4784) (*$_2$ 1468).

**Percents based on total number of graduates responding to Form A 1 of the questionnaire (5425).

Table XXX

SUMMARY OF THE RESPONSE PATTERN OF THE 1967 GRADUATES CONCERNING THE AMOUNT OF HELP RECEIVED IN RECOGNIZING ONE'S ABILITY

Amount of Help Received	Boys		Girls		Total	
	N	%*	N	%*	N	%*
A Great Deal	305	14.3	349	14.7	654	14.5
Some	1150	54.0	1160	48.9	2310	51.3
None	676	31.7	864	36.4	1540	34.2
Total	2131		2373		4504	

*Percents based on total number of graduates who specified amount of help received (4504).

Sixty-five percent of the graduates who responded to the question indicated that they received "Some" or "A Great Deal" of help from the guidance services in recognizing their abilities.

Of the 1540 graduates who indicated "None" as the degree of help received, 1004 graduates did not seek the counselor's help. There is little difference in the response pattern between the sexes.

Inference: It may be that the graduates who responded to the question and who indicated that "Recognizing Their Ability" did not apply, felt little or no conflict in their perceived concepts about their ability and, therefore, did not feel the need for additional help.

Seeking financial aid. (A-8)

Table XXXI

SUMMARY OF THE RESPONSE PATTERN OF THE 1967 GRADUATES CONCERNING THE HELP RECEIVED FROM THEIR HIGH SCHOOL GUIDANCE SERVICES IN SEEKING FINANCIAL AID

Degree of Help	Boys			Girls			Total		
	N	%*	%**	N	%*	%**	N	%*$_1$	%**
Does Not Apply	544	11.6	10.0	655	14.0	12.1	1199	25.7	22.1
A Great Deal	159	3.4	2.9	173	3.7	3.2	332	7.1	6.1
Some	339	7.3	6.2	318	6.8	5.9	657	14.1	12.1
None	1172	25.1	21.6	1311	28.1	24.2	2483	53.2	45.8
No Response	390	--	7.2	364	--	6.7	754	--	13.9
Total	2604			2821			5425		

Reasons for No Help	Boys			Girls			Total		
	N	%*	%**	N	%*	%**	N	%*$_2$	%**
Didn't Seek Help of Counselor	818	35.9	15.1	956	41.9	17.6	1774	77.8	32.7
Received Help Elsewhere	100	4.4	1.8	114	5.0	2.1	214	9.4	3.9
Didn't Receive Satisfactory Help	61	2.7	1.1	62	2.7	1.1	123	5.4	2.3
Other	94	4.1	1.7	75	3.3	1.4	169	7.4	3.1
No Response	1552	--	28.6	1623	--	29.9	3175	--	58.5
Total	2625			2830			5455		

Percents based on total number of responses to this question ($_1$ 4671) (*$_2$ 2280).

**Percents based on total number of graduates responding to Form A 1 of the questionnaire (5425).

Additional information by graduates who specified the amount of counselor help received in Seeking Financial Aid is recorded in Table XXXII.

Table XXXII

SUMMARY OF THE RESPONSE PATTERN OF THE 1967 GRADUATES CONCERNING THE AMOUNT OF HELP RECEIVED IN SEEKING FINANCIAL AID

Amount of Help Received	Boys		Girls		Total	
	N	%*	N	%*	N	%*
A Great Deal	159	9.5	173	9.6	332	9.6
Some	339	20.3	318	17.6	657	18.9
None	1172	70.2	1311	72.7	2483	71.5
Total	1670		1802		3472	

*Percents based on total number of graduates who specified amount of help received (3472).

Approximately twenty-one percent of the graduates who responded to this question received either "A Great Deal" or "Some" help in seeking financial aid. One hundred twenty-three graduates out of 2483 who indicated "None" as the degree of help received stated that they "Didn't Receive Satisfactory Help" from the counselor.

Inference: In general, two categories of graduates seek financial aid: one includes those who sought financial assistance for post-high school education; the other includes those who sought financial assistance to satisfy their economic needs during high school through part-time employment, youth corps, etc. The former category probably represented the bulk of the responses. Various questions and implications were raised by the 2483 graduates who indicated they received no help. Of this group, 1774 graduates indicated that they "Didn't Seek the Help of the Counselor." This response pattern may reflect the large number of graduates attending local schools who did not need financial assistance and those graduates employed full or part-time.

For these reasons and others, it also seems reasonable to infer that this area of help is not applicable to most graduates.

The 123 responses which indicated "Didn't Receive Satisfactory Help" may be due to any of the following reasons:

1. Lack of academic and/or personal qualification or eligibility for assistance
2. Unwillingness or inability to accept particular type of aid
3. Insufficient aid offered
4. Lack of sufficient information by school personnel
5. Lack of parental and student initiative

Seeking employment. (A-8)

Table XXXIII

SUMMARY OF THE RESPONSE PATTERN OF THE 1967 GRADUATES CONCERNING THE HELP RECEIVED FROM THEIR HIGH SCHOOL GUIDANCE SERVICES IN SEEKING EMPLOYMENT

Degree of Help	Boys			Girls			Total		
	N	%*	%**	N	%*	%**	N	%$*_1$	%**
Does Not Apply	562	12.1	10.4	526	11.3	9.7	1088	23.3	20.1
A Great Deal	161	3.5	3.0	275	5.9	5.1	436	9.4	8.0
Some	293	6.3	5.4	378	8.1	7.0	671	14.4	12.4
None	1196	25.7	22.0	1269	27.2	23.4	2465	52.9	45.4
No Response	392	--	7.2	373	--	6.9	765	--	14.1
Total	2604			2821			5425		

Reasons for No Help	Boys			Girls			Total		
	N	%*	%**	N	%*	%**	N	%$*_2$	%**
Didn't Seek Help of Counselor	794	35.1	14.6	835	36.9	15.4	1629	71.9	30.0
Received Help Elsewhere	196	8.7	3.6	222	9.8	4.1	418	18.5	7.7
Didn't Receive Satisfactory Help	40	1.8	0.7	53	2.3	1.0	93	4.1	1.7
Other	68	3.0	1.3	57	2.5	1.1	125	5.5	2.3
No Response	1532	--	28.2	1673	--	30.8	3205	--	59.1
Total	2630			2840			5470		

*Percents based on total number of responses to this question ($*_1$ 4660) ($*_2$ 2265).

**Percents based on total number of graduates responding to Form A 1 of the questionnaire (5425).

Additional information by graduates who specified the amount of counselor help received in Seeking Employment is recorded in Table XXIV.

Table XXXIV

SUMMARY OF THE RESPONSE PATTERN OF THE 1967 GRADUATES CONCERNING THE AMOUNT OF HELP RECEIVED IN SEEKING EMPLOYMENT

Amount of Help Received	Boys		Girls		Total	
	N	%*	N	%*	N	%*
A Great Deal	161	9.7	275	14.3	436	12.2
Some	293	17.7	378	19.7	671	18.8
None	1196	72.5	1269	66.0	2465	69.0
Total	1650		1922		3572	

*Percents based on total number of graduates who specified amount of help received (3572).

At the present time, actual job placement is not a direct responsibility of the guidance department in Baltimore County public schools. As suggested by the data for the question, "How Did You Learn of Your Present Job?" many other individuals share in this responsibility. Even so, 31 percent of the graduates who responded to the question about the amount of help received indicated that they did receive "Some" or "A Great Deal" of help in seeking employment from guidance personnel.

Of the 2465 graduates who indicated "None," 1629 didn't seek the help of the counselor. For various reasons -- continuing their education, already employed, working at home, military service -- many of the graduates would not be seeking employment.

Inference: In response to the question of help received in seeking employment, approximately 200 more girls than boys responded to "A Great Deal" or "Some." This is consistent with the skill training received by the girls and is complemented by the efforts of business, government, and industrial agencies in recruiting personnel for clerical positions. In the area of seeking employment, graduates obtained help from many sources other than the counselor; the role of the counselor in Table XXXIII is reinforced by data presented in Table LX. Therefore, the relationship of the counselor with other agencies involved in employment may need to be examined prior to the establishment of guidelines for counselor involvement in an organized vocational placement program.

Career planning. (A-8)

Table XXXV

SUMMARY OF THE RESPONSE PATTERN OF THE 1967 GRADUATES CONCERNING THE HELP RECEIVED FROM THEIR HIGH SCHOOL GUIDANCE SERVICES IN CAREER PLANNING

Degree of Help	Boys			Girls			Total		
	N	%*	%**	N	%*	%**	N	%*$_1$	%**
Does Not Apply	196	4.1	3.6	157	3.3	2.9	353	7.4	6.5
A Great Deal	296	6.2	5.5	347	7.2	6.4	643	13.4	11.9
Some	922	19.2	17.0	1032	21.5	19.0	1954	40.8	36.0
None	856	17.9	15.8	986	20.6	18.2	1842	38.4	34.0
No Response	334	--	6.2	299	--	5.5	633	--	11.7
Total	2604			2821			5425		

Reasons for No Help	Boys			Girls			Total		
	N	%*	%**	N	%*	%**	N	%*$_2$	%**
Didn't Seek Help of Counselor	506	29.6	9.3	570	33.3	10.5	1076	62.9	19.8
Received Help Elsewhere	118	6.9	2.2	161	9.4	3.0	279	16.3	5.1
Didn't Receive Satisfactory Help	115	6.7	2.1	132	7.7	2.4	247	14.4	4.6
Other	56	3.3	1.0	52	3.0	1.0	108	6.3	2.0
No Response	1831	--	33.8	1921	--	35.4	3752	--	69.2
Total	2626			2836			5462		

Percents based on total number of responses to this question ($_1$ 4792) (*$_2$ 1710).

**Percents based on total number of graduates responding to Form A 1 of the questionnaire (5425).

Additional information by graduates who specified the amount of counselor help received in Career Planning is recorded in Table XXXVI.

Table XXXVI

SUMMARY OF THE RESPONSE PATTERN OF THE 1967 GRADUATES CONCERNING THE AMOUNT OF HELP RECEIVED IN CAREER PLANNING

Amount of Help Received	Boys		Girls		Total	
	N	%*	N	%*	N	%*
A Great Deal	296	14.3	347	14.7	643	14.5
Some	922	44.5	1032	43.6	1954	44.0
None	856	41.3	986	41.7	1842	41.5
Total	2074		2365		4439	

*Percents based on total number of graduates who specified amount of help received (4439).

Approximately 59 percent of the graduates who indicated the amount of help received in career planning stated "Some" or "A Great Deal."

Of the 1842 respondees who indicated "None," 1076 of these cited as their reason "Didn't Seek Help of Counselor," while 247 responded that they "Didn't Receive Satisfactory Help." In an area considered an important dimension of guidance services, such a large response to these two categories raises serious concerns.

Inference: The use of the term "Career Planning" injected an element of confusion for the graduates who had to respond to the questionnaire. Use of this term may have a connotation of a status achieved later on in life as contrasted with the immediacy of obtaining a job or acquiring entrance to a college or university.

Test and data interpretation. (A-8)

Table XXXVII

SUMMARY OF THE RESPONSE PATTERN OF THE 1967 GRADUATES CONCERNING THE HELP RECEIVED FROM THEIR HIGH SCHOOL GUIDANCE SERVICES WITH TEST AND DATA INTERPRETATION

Degree of Help	Boys			Girls			Total		
	N	%*	%**	N	%*	%**	N	%*$_1$	%**
Does Not Apply	143	2.9	2.6	156	3.2	2.9	299	6.1	5.5
A Great Deal	469	9.6	8.6	440	9.0	8.1	909	18.6	16.8
Some	1050	21.5	19.4	1182	24.2	21.8	2232	45.7	41.1
None	651	13.3	12.0	794	16.3	14.6	1445	29.6	26.6
No Response	291	--	5.4	249	--	4.6	540	--	10.0
Total	2604			2821			5425		

Reasons for No Help	Boys			Girls			Total		
	N	%*	%**	N	%*	%**	N	%*$_2$	%**
Didn't Seek Help of Counselor	406	32.5	7.5	537	42.9	9.9	943	75.4	17.4
Received Help Elsewhere	32	2.6	0.6	50	4.0	0.9	82	6.6	1.5
Didn't Receive Satisfactory Help	72	5.8	1.3	82	6.6	1.5	154	12.3	2.8
Other	36	2.9	0.7	36	2.9	0.7	72	5.8	1.3
No Response	2059	--	38.0	2118	--	39.0	4177	--	77.0
Total	2605			2823			5428		

Percents based on total number of responses to this question ($_1$ 4885) (*$_2$ 1251).

**Percents based on total number of graduates responding to Form A 1 of the questionnaire (5425).

Additional information by graduates who specified the amount of counselor help received in Interpretation of Tests and Other Data is recorded in Table XXXVIII.

Table XXXVIII

SUMMARY OF THE RESPONSE PATTERN OF THE 1967 GRADUATES CONCERNING THE AMOUNT OF HELP RECEIVED IN TEST AND DATA INTERPRETATION

Amount of Help Received	Boys		Girls		Total	
	N	%*	N	%*	N	%*
A Great Deal	469	21.6	440	18.2	909	19.8
Some	1050	48.4	1182	48.9	2232	48.7
None	651	30.0	794	32.9	1445	31.5
Total	2170		2416		4586	

*Percents based on total number of graduates who specified amount of help received (4586).

Approximately 65 percent of all the graduates responding to the question indicated they received "Some" or "A Great Deal" of help with the interpretation of test scores and data. Of the 1445 graduates who indicated they had received no help, 943 graduates stated they "Didn't Seek Help of Counselor." However, 154 graduates stated they "Didn't Receive Satisfactory Help."

Inference: The interpretation of tests and other data appeared to be a guidance function used by a relatively high number of graduates. There is inherent danger in over emphasizing the importance of test scores. It is imperative that the counselors involved recognize the limitations of tests and test scores and interpret the data, in reference to the child's talent and aspirations. Studies at the local school level might reveal why some of the graduates felt that help received was not satisfactory.

Securing military service information. (A-8)

Table XXXIX

SUMMARY OF THE RESPONSE PATTERN OF THE 1967 GRADUATES CONCERNING THE HELP RECEIVED FROM THEIR HIGH SCHOOL GUIDANCE SERVICES IN SECURING MILITARY SERVICE INFORMATION

Degree of Help	Boys			Girls			Total		
	N	%*	%**	N	%*	%**	N	%*$_1$	%**
Does Not Apply	462	9.8	8.5	1431	30.3	26.4	1893	40.0	34.9
A Great Deal	215	4.5	4.0	22	0.5	0.4	237	5.0	4.4
Some	521	11.0	9.6	51	1.1	0.9	572	12.1	10.5
None	1061	22.4	19.6	964	20.4	17.8	2025	42.8	37.3
No Response	345	--	6.4	353	--	6.5	698	--	12.9
Total	2604			2821			5425		

Reasons for No Help	Boys			Girls			Total		
	N	%*	%**	N	%*	%**	N	%*$_2$	%**
Didn't Seek Help of Counselor	727	40.3	13.4	700	38.8	12.9	1427	79.1	26.3
Received Help Elsewhere	130	7.2	2.4	7	0.4	0.1	137	7.6	2.5
Didn't Receive Satisfactory Help	41	2.3	0.8	7	0.4	0.1	48	2.7	0.9
Other	66	3.7	1.2	126	7.0	2.3	192	10.6	3.5
No Response	1657	--	30.5	1991	--	36.7	3648	--	67.2
Total	2621			2831			5452		

*Percents based on total number of responses to this question (*1 4727) (*$_2$ 1804).

**Percents based on total number of graduates responding to Form A 1 of the questionnaire (5425).

Additional information by graduates who specified the amount of counselor help received in Securing Military Service Information is presented in Table XL.

Table XL

SUMMARY OF THE RESPONSE PATTERN OF THE 1967 GRADUATES CONCERNING THE AMOUNT OF HELP RECEIVED IN SECURING MILITARY SERVICE INFORMATION

Amount of Help Received	Boys		Girls		Total	
	N	%*	N	%*	N	%*
A Great Deal	215	12.0	22	2.1	237	8.4
Some	521	29.0	51	4.9	572	20.2
None	1061	59.0	964	93.0	2025	71.5
Total	1797		1037		2834	

*Percents based on total number of graduates who specified amount of help received (2834).

Approximately 17 percent of the graduates who responded to the question indicated they received "Some" or "A Great Deal" of help in securing military service information from the counselors. This is an area where a limited number of graduates could be expected to request help. Those expressing interest in the area were predominantly males. Of the 1061 males indicating that they received no help, 727 stated that they did not seek the counselor's help and 130 sought help elsewhere.

Inference: In addition to fulfilling the military obligation required of many young men, the armed services provides opportunities for specialized and technical training, travel, adventure, educational opportunities and opportunity to develop independence. Additionally, opportunities for female graduates are becoming more attractive. The role of the counselor in this area will vary with the changing national military needs and the availability of personnel and services from governmental agencies.

Personal counseling. (A-8)

Table XLI

SUMMARY OF THE RESPONSE PATTERN OF THE 1967 GRADUATES CONCERNING THE HELP RECEIVED FROM THEIR HIGH SCHOOL GUIDANCE SERVICES IN PERSONAL COUNSELING

Degree of Help	Boys			Girls			Total		
	N	%*	%**	N	%*	%**	N	%$*_1$	%**
Does Not Apply	187	3.9	3.4	259	5.3	4.8	446	9.2	8.2
A Great Deal	373	7.7	6.9	348	7.2	6.4	721	14.9	13.3
Some	938	19.3	17.3	818	16.9	15.1	1756	36.2	32.4
None	809	16.7	14.9	1122	23.1	20.7	1931	39.8	35.6
No Response	297	--	5.5	274	--	5.1	571	--	10.5
Total	2604			2821			5425		

Reasons for No Help	Boys			Girls			Total		
	N	%*	%**	N	%*	%**	N	%$*_2$	%**
Didn't Seek Help of Counselor	526	30.4	9.7	806	46.5	14.9	1332	76.9	24.6
Received Help Elsewhere	59	3.4	1.1	81	4.7	1.5	140	8.1	2.6
Didn't Receive Satisfactory Help	97	5.6	1.8	86	5.0	1.6	183	10.6	3.4
Other	41	2.4	0.8	37	2.1	0.7	78	4.5	1.4
No Response	1888	--	34.8	1823	--	33.6	3711	--	68.4
Total	2611			2833			5444		

*Percents based on total number of responses to this question ($*_1$ 4854) ($*_2$ 1733).

**Percents based on total number of graduates responding to Form A 1 of the questionnaire (5425).

Table XLII presents additional information by graduates who specified the amount of counselor help received in Personal Counseling.

Table XLII

SUMMARY OF THE RESPONSE PATTERN OF THE 1967 GRADUATES CONCERNING THE AMOUNT OF HELP RECEIVED IN PERSONAL COUNSELING

Amount of Help Received	Boys		Girls		Total	
	N	%*	N	%*	N	%*
A Great Deal	373	17.6	348	15.2	721	16.3
Some	938	44.2	818	35.7	1756	39.8
None	809	38.2	1122	49.0	1931	43.8
Total	2120		2288		4408	

*Percents based on total number of graduates who specified amount of help received (4408).

Approximately 51 percent of the graduates who responded to the question concerning help received from the high school guidance services in the area of personal counseling indicated that they had received either "Some" or "A Great Deal" of help. Of the 1931 graduates who indicated "None" to the degree of help received, 1332 responses indicated that they "Did Not Seek The Help Of The Counselor," 140 graduates marked that they "Received Help Elsewhere," and 183 graduates marked that they "Didn't Receive Satisfactory Help."

Inference: The analysis of data on personal counseling raises several concerns. Graduates may have misunderstood the meaning of personal counseling. For example, some graduates may have associated personal counseling with deeper psychological problems. The larger demands on counselor time for other guidance services may limit the availability of a counselor's time for personal counseling. There were 140 responses which indicated that help was received elsewhere. It is possible that other school personnel, religious leaders, and medical personnel provided personal counseling and/or arranged for personal counseling services through other sources. Certain problems may have necessitated special medical, legal, and/or psychiatric help and are best handled by specialists in these fields. There were 183 responses which indicated that the graduates "Didn't Receive Satisfactory Help." Possible reasons for this may include:

1. Cases of an atypical nature in which remediation of the problems was unlikely through guidance services
2. Cases where the student did not feel he was helped through the counseling experience
3. Cases in which continued long term counseling beyond high school seemed needed.

Planning for further education. (A-8)

Table XLIII

SUMMARY OF THE RESPONSE PATTERN OF THE 1967 GRADUATES CONCERNING THE HELP RECEIVED FROM THEIR HIGH SCHOOL GUIDANCE SERVICES IN PLANNING FOR FURTHER EDUCATION

Degree of Help	Boys			Girls			Total		
	N	%*	%**	N	%*	%**	N	%$*_1$	%**
Does Not Apply	147	3.0	2.7	299	6.1	5.5	446	9.1	8.2
A Great Deal	605	12.3	11.2	475	9.7	8.8	1080	22.0	19.9
Some	1005	20.5	18.5	985	20.1	18.2	1990	40.5	36.7
None	586	11.9	10.8	806	16.4	14.9	1392	28.4	25.7
No Response	261	--	4.8	256	--	4.7	517	--	9.5
Total	2604			2821			5425		

Reasons for No Help	Boys			Girls			Total		
	N	%*	%**	N	%*	%**	N	%$*_2$	%**
Didn't Seek Help of Counselor	304	25.1	5.6	491	40.5	9.1	795	65.6	14.7
Received Help Elsewhere	49	4.0	0.9	67	5.5	1.2	116	9.6	2.1
Didn't Receive Satisfactory Help	100	8.3	1.8	115	9.5	2.1	215	17.8	4.0
Other	42	3.5	0.8	43	3.6	0.8	85	7.0	1.6
No Response	2118	--	39.0	2113	--	38.9	4231	--	78.0
Total	2613			2829			5442		

*Percents based on total number of responses to this question ($*_1$ 4908) ($*_2$ 1211).

**Percents based on total number of graduates responding to Form A 1 of the questionnaire (5425).

Table XLIV presents additional information by graduates who specified the amount of counselor help received in Planning for Further Education.

Table XLIV

SUMMARY OF THE RESPONSE PATTERN OF THE 1967 GRADUATES CONCERNING THE AMOUNT OF HELP RECEIVED IN PLANNING FOR FURTHER EDUCATION

Amount of Help Received	Boys		Girls		Total	
	N	%*	N	%*	N	%*
A Great Deal	605	27.5	475	21.0	1080	24.2
Some	1005	45.8	985	43.5	1990	44.6
None	586	26.7	806	35.6	1392	31.2
Total	2196		2266		4462	

*Percents based on total number of graduates who specified amount of help received (4462).

Approximately 63 percent of the graduates who responded to this question indicated that they received "Some" or "A Great Deal" of help from their high school guidance services in planning for further education. Of the 1392 graduates who indicated "None" as to the degree of help received, more than one-half (795) did not seek the help of the counselor.

Inference: Slightly over 43 percent of the graduates responding to the questionnaire indicated one of the following areas: "Does Not Apply," "None," "No Response." This may include a large percent of the graduates not continuing with their formal education. Also included may be an unknown percent of the graduates who misinterpreted the nature of further education.

The 215 students who indicated they didn't receive satisfactory help may be explained by

1. Unrealistic expectations by students who were disappointed as to the type or level of programs that were actually available or open to them
2. Unrealistic understanding of the counselor's role; e.g., the graduate expected the counselor to prescribe a specific post-high school program rather than assist him in a process of decision making.

Table XLV

A SUMMARY OF THE RESPONSE PATTERN IN PERCENTS OF THE 1967 GRADUATES SPECIFYING THE AMOUNT OF HELP RECEIVED FROM GUIDANCE SERVICES

Percents* Specifying Amount of Help Received	Selected Guidance Services							
	Recognizing One's Ability	Help in Seeking Financial Assistance	Help in Seeking Employment	Help in Career Planning	Help in Interpretation of Tests and Other Data	Help in Securing Military Information	Help Through Personal Counseling	Help in Planning for Further Education
A Great Deal	14.5	9.6	12.2	14.5	19.8	8.4	16.4	24.2
Some	51.3	18.9	18.8	44.0	48.7	20.2	39.8	44.6
Satisfactory Help**	**65.8	28.5	31.0	58.5	68.5	28.6	56.2	68.8
None	34.2	71.5	69.0	41.5	31.5	71.4	43.8	31.2
Percents*** Specifying No Help								
Didn't Seek Help of Counselor	68.4	77.8	71.9	62.9	75.4	79.1	76.9	65.6
Received Help Elsewhere	11.5	9.4	18.5	16.3	6.6	7.6	8.1	9.6
Didn't Receive Satisfactory Help	15.1	5.4	4.1	14.4	12.3	2.7	10.6	17.8
Other	5.0	7.4	5.5	6.3	5.8	10.6	4.5	7.0

*Percents based on the number of graduates who specified the amount of help received. (See alternate Tables - XXX through XLIV).

**The total of "A Great Deal" and "Some."

***Percents based on the total number of responses given by graduates who stated reasons for no guidance help. (See alternate Tables XXIX through XLIII).

In Table XLV, the percents recorded in the upper section of the table were generated on the total number of graduates who specified the amount of help received from each guidance service. The categories "Does Not Apply" and "No Response" included in preceding individual tables for each guidance service were not included in Table XLV. The percents in the category "Satisfactory Help" are the sums of the percents for the categories "A Great Deal" and "Some." In the lower section of Table XLV the percents are based on the total number of responses given by graduates who stated reasons for no help in a particular guidance area. Graduates were instructed to check the reasons summarized in the lower section of Table XLV only if they had indicated "None" to the questions summarized in the upper section of the table. Graduates were permitted to check more than one reason for no help. Some graduates who indicated that they received no help did not go on and specify the reason(s) for the absence of help. The bases for the lower section of the table represent the sum of the responses given by the graduates who indicated that they received no help. These bases differ for each service and usually exceed the number of graduates actually making the responses but are less than the number of graduates eligible to make the responses. For example, 1540 out of the 5425 graduates in the entire study indicated that they received no help from guidance services in recognizing their ability. (See Table XXIX). Actually, only 1440 graduates (5425 minus 3985) made the 1468 responses (5453 minus 3985) used as a base for the four percents in the lower section of the table. Therefore, the reader is cautioned to note that there is a change in the base used in determining percents in each of the guidance services in the lower part of the table.

Upon reviewing Table XLV, the reader will note that the response incidence to "A Great Deal" for each guidance service is exceeded by the response incidence to "Some." In the "A Great Deal" response category, graduates ranged from 24.2 percent in "Help in Planning for Further Education" to 8.4 percent in "Help in Securing Military Information."

The three highest areas in the "Some" category were, in descending order, (1) "Help in Recognizing One's Ability," (2) "Help in Interpretation of Tests and Other Data" and (3) "Help in Planning for Further Education."

When the two categories "A Great Deal" and "Some" are combined into "Satisfactory Help" the reader will note that graduates felt they received the most help in three areas: (1) "Help in Planning for Further Education," (2) "Help in Interpretation of Tests and Other Data," and (3) "Help in Recognizing One's Ability." Apparently the least help was received in "Securing Military Information" and "Seeking Financial Assistance."

Among the reasons given by those graduates who indicated that they received no help from guidance services, the category "Didn't Seek Help of Counselor" was the major reason given for each of the guidance services.

Inference: In general, the graduates seemed to indicate satisfaction with the help received from high school guidance services. There are certain areas of guidance services listed where one would tend to expect a limited response. For example, "Help in Seeking Financial Aid" was probably answered mainly by those who plan to attend college. Since this is about 50 percent of the total group of graduates, not all of whom would need financial aid, the percents in the table are reasonable. However, the comparatively high percentage of graduates who indicated that they had not sought the counselor's help raises a number of concerns. Among them are the following:

1. Graduates received help from other sources
2. Individualized guidance services may have been somewhat limited because of high student - counselor ratios, other guidance responsibilities, etc.
3. The guidance services and personnel were not readily available to graduates
4. Graduates received non-directed counseling and possibly did not recognize it fully for what it was
5. Graduates were insufficiently orientated to certain available guidance services
6. A wider dissemination of information about guidance procedures was probably needed throughout the county
7. A graduate's lack of confidence in himself may have prevented him from seeking the counselor's help. It seems apparent that counselors must work with students other than on a self-referral basis.

HOW MANY INDIVIDUAL OR GROUP CONTACTS DID THE GRADUATES HAVE WITH THEIR COUNSELOR? (A-9) Figure 7, on page 21, presents in graphic form information on individual and group counselor contacts.

Table XLVI

SUMMARY OF THE RESPONSE PATTERN OF THE 1967 GRADUATES CONCERNING THE NUMBER OF INDIVIDUAL, SMALL GROUP OR LARGE GROUP CONTACTS WITH COUNSELORS DURING THE LAST THREE YEARS IN HIGH SCHOOL

Individual or Small Group Contacts	Boys			Girls			Total		
	N	%*	%**	N	%*	%**	N	%*$_1$	%**
No Contacts	141	2.8	2.6	147	2.9	2.7	288	5.7	5.3
1 - 3 Contacts	714	14.1	13.2	1031	20.4	19.0	1745	34.5	32.2
4 - 6 Contacts	769	15.2	14.2	807	16.0	14.9	1576	31.2	29.1
7 - 10 Contacts	452	8.9	8.3	382	7.6	7.0	834	16.5	15.4
11 or more Contacts	326	6.4	6.0	290	5.7	5.3	616	12.2	11.4
No Response	202	--	3.7	164	--	3.0	366	--	6.7
Total	2604			2821			5425		

Large Group Contacts (more than 12 students)	Boys			Girls			Total		
	N	%*	%**	N	%*	%**	N	%*$_2$	%**
No Contacts	255	8.8	4.7	288	10.0	5.3	543	18.8	10.0
1 - 3 Contacts	586	20.3	10.8	606	21.0	11.2	1192	41.3	22.0
4 - 6 Contacts	397	13.8	7.3	399	13.8	7.4	796	27.6	14.7
7 - 10 Contacts	111	3.8	2.0	125	4.3	2.3	236	8.2	4.4
11 or more Contacts	56	1.9	1.0	62	2.1	1.1	118	4.1	2.2
No Response	1199	--	22.1	1341	--	24.7	2540	--	46.8
Total	2604			2821			5425		

*Percents based on total number of graduates responding to this question ($*_1$ 5059) ($*_2$ 2885).

**Percents based on total number of graduates responding to Form A 1 of the questionnaire (5425).

Approximately 88 percent of the graduates who responded to the questionnaire reported that they had one or more contacts with their school counselor in a small group or in individual sessions during the last three years in high school. Slightly over 5 percent indicated that they had had no individual or small group counselor contacts.

Approximately 43 percent of the graduates who responded to the questionnaire reported that they were involved in one or more large group guidance sessions with their counselors. Of the number of graduates responding to the questionnaire, 10 percent reported that they were not involved in any large group sessions.

Approximately 47 percent of the graduates did not respond to the question concerning large group contacts. This may be due to any or all of the following considerations:

1. The counselors tend to work with students more on an individual basis than in a group setting.
2. The meaning of a large group guidance session in classrooms, assemblies, etc., may have been misunderstood by the graduates.
3. The large number of "No Response" to the second part of the question reflected a weakness in the form design.

Inference: The data seem to indicate that the role of the counselor is viewed primarily as "Individually or Small Group" oriented. These perceived roles reflect general practices in both formal and informal counselor training programs. However, current guidance trends are beginning to encourage greater utilization of large group techniques. These techniques with large groups may provide an efficient method for handling many mechanical tasks and permit more time for individual counseling. The data further suggested that counselors may need to consider examining ways in which large group sessions may be used to complement work with the individual student. Counselors may need to clarify such concepts as small group or large group, which would make graduates' reactions to the questionnaire more meaningful.

WHAT WAS THE EDUCATIONAL STATUS OF THE GRADUATES? (A-10)

Figure 8 on page 22 presents in graphic form the educational status of the graduates. The types of schools attended by the graduates are presented graphically in Figure 9 on page 23.

Table XLVII

SUMMARY OF THE RESPONSE PATTERN OF THE 1967 GRADUATES CONCERNING THEIR PRESENT EDUCATIONAL STATUS

Attending School	Boys			Girls			Total		
	N	%*	%**	N	%*	%**	N	%*$_1$	%**
Full-Time	1431	28.1	26.4	1286	25.2	23.7	2717	53.3	50.1
Part-Time	147	2.9	2.7	94	1.8	1.7	241	4.7	4.4
Not Attending	825	16.2	15.2	1314	25.8	24.2	2139	42.0	39.4
No Response	201	--	3.7	127	--	2.3	328	--	6.0
Total	2604			2821			5425		

Schools Attended	Boys			Girls			Total		
	N	%*	%**	N	%*	%**	N	%*$_2$	%**
U.S. Service Academy	11	0.4	0.2	0	0.0	0.0	11	0.4	0.2
Four-Year College	885	29.1	16.3	822	27.1	15.2	1707	56.2	31.5
Community or Junior College	464	15.3	8.6	292	9.6	5.4	756	24.9	13.9
Business School	50	1.6	0.9	56	1.8	1.0	106	3.5	2.0
School of Nursing	0	0.0	0.0	71	2.3	1.3	71	2.3	1.3
Military Service School	54	1.8	1.0	3	0.1	0.1	57	1.9	1.1
Technical or Trade School	99	3.3	1.8	54	1.8	1.0	153	5.0	2.8
Art, Dance, Music School	14	0.5	0.3	19	0.6	0.4	33	1.1	0.6
Adult Education Night School	18	0.6	0.3	33	1.1	0.6	51	1.7	0.9
Other	49	1.6	0.9	43	1.4	0.8	92	3.0	1.7
No Response	960	--	17.7	1428	--	26.3	2388	--	44.0
Total	2604			2821			5425		

*Percents based on total number of graduates responding to this question ($*_1$ 5097) ($*_2$ 3037).

**Percents based on total number of graduates responding to Form A 1 of the questionnaire (5425).

Approximately 55 percent of the graduates who responded to Form A 1 reported attending school full-time or part-time. Over half of the graduates who attended school full-time attended four-year colleges. Approximately one-fourth attended community or junior colleges and ten percent continued their education in other types of schools. Four and four-tenths percent of the graduates who responded to the questionnaire were part-time students.

Inference: The comprehensive survey, when compared to the 1966 pilot study, revealed a slight increase in the percent of graduates attending school. This increase was reflected in the "four-year" colleges and the "community colleges" classifications. Counselors need to further familiarize themselves and students with the local colleges and other schools. The number of Baltimore County graduates attending college tends to be considerably higher than the national average.

TO WHAT EXTENT DID THE GRADUATES INDICATE AN INTEREST IN POST-HIGH SCHOOL GUIDANCE SERVICES? (A-11) Figure 6 on page 19 presents the extent and types of post-high school guidance services requested by the graduates.

Table XLVIII

SUMMARY OF THE RESPONSE PATTERN OF THE 1967 GRADUATES CONCERNING THEIR INTEREST IN RECEIVING COUNSELING AND GUIDANCE SERVICES AFTER GRADUATION FROM HIGH SCHOOL

Type of Service	Boys			Girls			Total		
	N	%*	%**	N	%*	%**	N	%*	%**
Educational	928	18.8	17.1	891	18.0	16.4	1819	36.8	33.5
Personal	195	3.9	3.6	217	4.4	4.0	412	8.3	7.6
Vocational	455	9.2	8.4	477	9.6	8.8	932	18.8	17.2
Not Interested	744	15.0	13.7	1038	21.0	19.1	1782	36.0	32.8
No Response	282	--	5.2	198	--	3.6	480	--	8.8
Total	2604			2821			5425		

*Percents based on total number of graduates responding to this question (4945).

**Percents based on total number of graduates responding to Form A 1 of the questionnaire (5425).

A total number of 3163 graduates indicated that they were interested in receiving post-high school educational, personal, or vocational guidance services. This comprised nearly three-fifths of all the graduates who responded to the questionnaire.

The number of graduates who expressed an interest in educational counseling was nearly twice the number of graduates who expressed an interest in vocational counseling.

The large number of graduates interested in further counseling after high school was supported by the data recorded in XLIX, in which a substantial number of graduates indicated that the decision of a post-high school program of study was not made until after graduation.

Inference: The high percent of graduates desiring post-high school guidance services in the area of education may result from an increasing number of graduates aspiring to attend junior or community colleges and from those graduates who want to change schools. Graduates not attending schools at the time of the survey may want counseling services to help formulate future educational and vocational plans.

Although 412 graduates cited a need for personal counseling, this does not necessarily reflect the number of persons interested in this area, since personal counseling is often a part of total educational and vocational planning.

The need for post-high school guidance services is apparent and further exploration may be warranted. Such services may be provided through educational, industrial, governmental, and religious auspices. The schools may approach this problem through expansion of the adult education evening program, the creation of mobile counseling units, the development of conveniently located counseling offices apart from any school, or a modified time schedule of some counselors at the local school level.

AT WHAT GRADE LEVEL DID THE GRADUATES WHO WERE ATTENDING SCHOOL SELECT A PROGRAM OF STUDY? (A-12) Figure 10 on page 24 indicates graphically on a grade-level basis when the graduates decided on a program of study.

Table XLIX

SUMMARY OF THE RESPONSE PATTERN OF THE 1967 GRADUATES CONCERNING WHEN THEIR PROGRAM OF STUDY WAS DECIDED ON

Decided on Program	Boys			Girls			Total		
	N	%*	%**	N	%*	%**	N	%*	%**
9th Grade or Before	241	8.0	4.4	368	12.2	6.8	609	20.1	11.2
10th Grade	157	5.2	2.9	160	5.3	2.9	317	10.5	5.8
11th Grade	311	10.3	5.7	261	8.6	4.8	572	18.9	10.5
12th Grade	543	17.9	10.0	375	12.4	6.9	918	30.3	16.9
After Grade 12	381	12.6	7.0	230	7.6	4.2	611	20.2	11.3
No Response	971	--	17.9	1427	--	26.3	2398	--	44.2
Total	2604			2821			5425		

*Percents based on total number of graduates responding to this question (3027).

**Percents based on total number of graduates responding to Form A 1 of the questionnaire (5425).

Over forty percent of the graduates who responded to the question indicated that their decisions on a program of study were made prior to or in the 9th grade or after the 12th grade. The total percent was divided about equally. Sixty percent of the graduates who responded to the question made their choices in the three senior high school years with as many making their decision in the senior year as in the 10th and 11th years combined.

Inference: The similarity between the findings of the pilot study of 1966, which sampled three senior high schools, and the findings of the present study of 1967, which included all the senior high schools, is evident in this particular question. These findings tend to establish a consistent pattern of decision making apparent from year to year.

Since approximately twenty percent of the graduates make their decisions on post-high school plans after graduation, the need for post-high school guidance services again becomes apparent.

FORM B - ALL GRADUATES ATTENDING SCHOOL FULL-TIME. The information on Form B was provided by graduates who were attending school full-time. The percents recorded in the tables appearing in this section were generated from different bases, as defined by the notes at the bottom of the tables. The percents noted by the double asterisk(**) refer to those graduates (2854) who actually returned Form B of the questionnaire. Of this group, some graduates neglected to complete certain questions on Form B. Percents relative to those who responded to the question under consideration are noted by the single asterisk(*). Bases for the percents in this category vary from question to question.

WHERE ARE THE SCHOOLS LOCATED THAT THE GRADUATES ARE ATTENDING? (B-1)

WHERE DO THE GRADUATES LIVE WHILE ATTENDING? (B-2) Figure 11 on page 27 graphically illustrates the location of schools attended by the graduates.

Table L

SUMMARY OF THE RESPONSE PATTERN OF THE 1967 GRADUATES CONCERNING THE SCHOOL LOCATION OF THOSE GRADUATES ATTENDING SCHOOL FULL-TIME

School Location	Boys			Girls			Total		
	N	%*	%**	N	%*	%**	N	%*	%**
In Baltimore City	311	11.0	10.9	250	8.8	8.8	561	19.8	19.7
In Baltimore County	550	19.4	19.3	430	15.2	15.1	980	34.6	34.3
Elsewhere in Maryland	302	10.7	10.6	353	12.5	12.4	655	23.2	23.0
Inside the U.S. (Outside Maryland)	335	11.8	11.7	293	10.4	10.3	628	22.2	22.0
Outside the U.S.	1	0.0	0.0	4	0.1	0.1	5	0.2	0.2
No Response	1105			1491			2596		
Total	2604			2821			5425		

*Percents based on total number of graduates responding to this question (2829).

**Percents based on total number of graduates responding to Form B of the questionnaire (2854).

Table LI

SUMMARY OF THE RESPONSE PATTERN OF THE 1967 GRADUATES CONCERNING THE TYPE OF RESIDENCE OF THOSE GRADUATES ATTENDING SCHOOL FULL-TIME

Type of Residence	Boys			Girls			Total		
	N	%*	%**	N	%*	%**	N	%*	%**
Dormitory	576	20.3	20.2	659	23.3	23.1	1235	43.6	43.3
Fraternity or Sorority	7	0.2	0.2	1	0.0	0.0	8	0.3	0.3
Off Campus Housing	36	1.3	1.3	32	1.1	1.1	68	2.4	2.4
At Home	883	31.2	30.9	638	22.5	22.4	1521	53.7	53.3
No Response	1102			1491			2593		
Total	2604			2821			5425		

*Percents based on total number of graduates responding to this question (2832).

**Percents based on total number of graduates responding to Form B of the questionnaire (2854).

Of the 2854 graduates who responded to Form B, approximately 77 percent indicated they were attending school in the State of Maryland. Of those responding to Form B, approximately 34 percent indicated that they were attending schools in Baltimore County, approximately 43 percent indicated that they were attending schools in Maryland exclusive of Baltimore County, and approximately 22 percent indicated that they were attending schools outside of Maryland.

Over half of the students responding to Form B indicated that they lived at home while attending school. Slightly over 43 percent were living in dormitory residences, while 0.3 percent resided in fraternity or sorority houses.

Inference: With the high percent of students continuing their education in Maryland and particularly in Baltimore County, close cooperation must be maintained between the high schools and the colleges and other post-high school institutions within this geographical region. Emphasis should be placed on the dissemination of current and accurate information about such factors as admission requirements, programs of studies, characteristics of the schools, services to the community, and anticipated policy or program changes in the Maryland schools. The availability of a variety of institutions of higher learning in the metropolitan area and the financial advantages of living at home while attending school may play an important part in providing our graduates with many opportunities for seeking further education. During the first semester of their post-high school education, fraternity and sorority houses were infrequently used by Baltimore County graduates as residences. Whether or not this constitutes a national trend in student housing or whether this constitutes a first semester phenomenon remains to be determined.

TO HOW MANY SCHOOLS DID THE GRADUATES APPLY? (B-3)

AT HOW MANY SCHOOLS WERE THE GRADUATES ACCEPTED? (B-4) Figure 12, page 29, presents the relationship between the number of schools to which graduates applied and the number of schools which accepted the graduates.

Table LII

SUMMARY OF THE RESPONSE PATTERN OF THE 1967 GRADUATES CONCERNING SCHOOL REGISTRATION AND ACCEPTANCE OF THOSE GRADUATES ATTENDING SCHOOL FULL-TIME

A. Number of School(s) Applied To	Boys			Girls			Total		
	N	%*	%**	N	%*	%**	N	$\%*_1$	%**
1 school	579	20.5	20.3	576	20.4	20.2	1155	41.0	40.5
2 schools	407	14.4	14.3	370	13.1	13.0	777	27.6	27.2
3 schools	314	11.1	11.0	251	8.9	8.8	565	20.0	19.8
4 or more schools	191	6.8	6.7	132	4.7	4.6	323	11.5	11.3
No Response	1113			1492			2605		
Total	2604			2821			5425		

B. Number of School(s) Accepted By	Boys			Girls			Total		
	N	%*	%**	N	%*	%**	N	$\%*_2$	%**
1 school	742	26.3	26.0	709	25.1	24.8	1451	51.4	50.8
2 schools	457	16.2	16.0	394	14.0	13.8	851	30.1	29.8
3 schools	210	7.4	7.4	173	6.1	6.1	383	13.6	13.4
4 or more schools	83	2.9	2.9	56	2.0	2.0	139	4.9	4.9
No Response	1112			1489			2601		
Total	2604			2821			5425		

*Percents based on total number of graduates responding to this question ($*_1$ 2820) ($*_2$ 2824).

**Percents based on total number of graduates responding to Form B of the questionnaire (2854).

Of those graduates attending school full-time approximately 40 percent indicated they had applied to one school. Despite the fact that students are encouraged to limit their applications to three schools, approximately 11 percent indicated they had made application to four or more schools.

Approximately 50 percent of the graduates attending school full-time were accepted by one school. Slightly over 48 percent were accepted by two or more schools.

Inference: The majority of the graduates kept applications to a minimum. Over 87 percent applied to one, two, or three schools. In some cases multiple applications were necessary, especially for those graduates who were seeking entrance to highly selective schools. In those high schools with a heavy concentration of multiple applications compensatory clerical assistance should be provided. See inference, page 30.

HOW MANY GRADUATES WERE ACCEPTED BY THE SCHOOL OF THEIR FIRST CHOICE? (B-5)

WHICH CHOICE OF A SCHOOL ARE THE GRADUATES ATTENDING? (B-6)

A summary of the graduates' responses to the above questions is presented in Figure 28 and Table LIII.

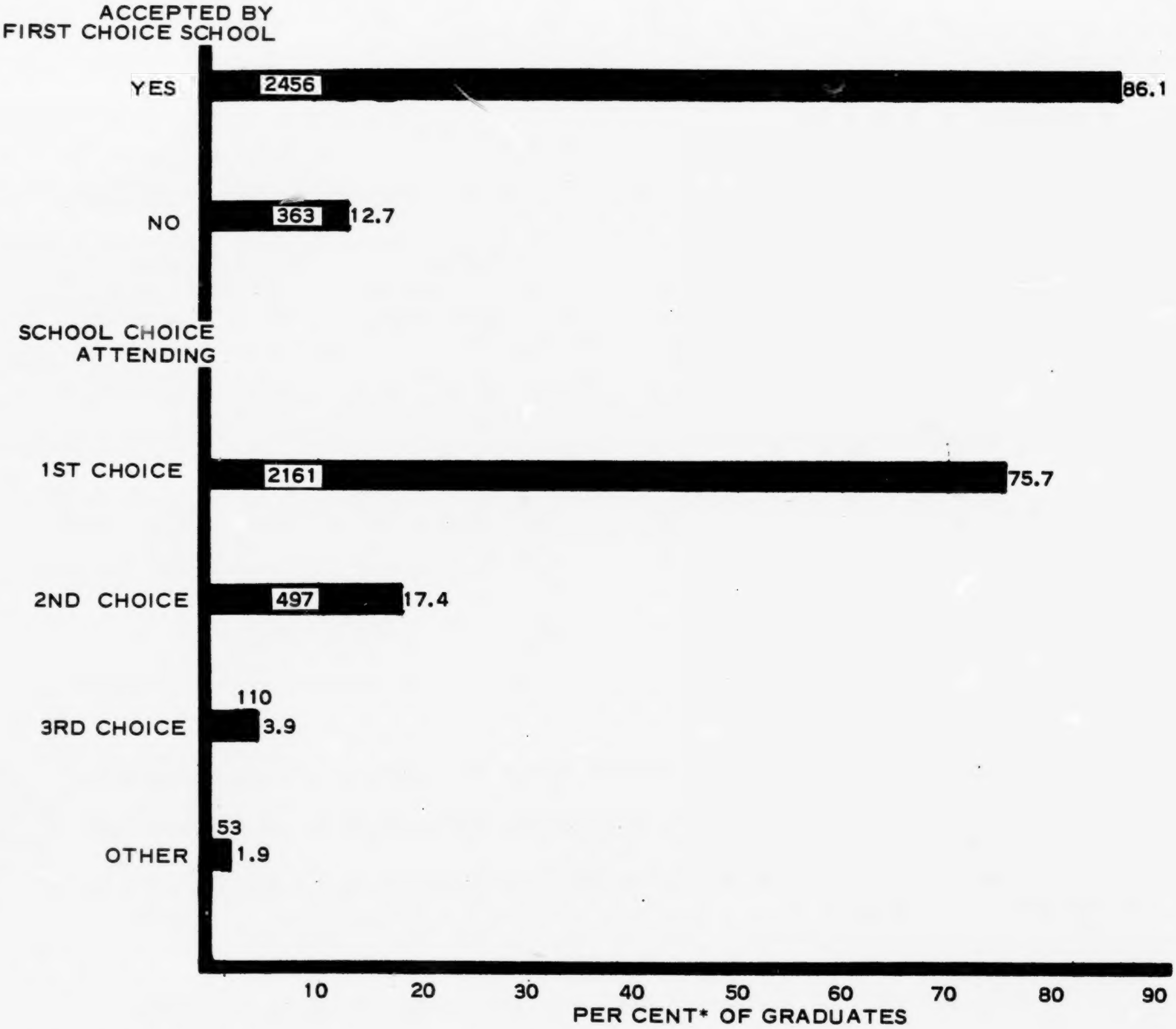


FIG. 28 SCHOOL CHOICE ATTENDED BY GRADUATES

* PERCENTS BASED ON TOTAL NUMBER OF GRADUATES WHO RESPONDED TO FORM B OF THE QUESTIONNAIRE (2845).

Table LIII

SUMMARY OF THE RESPONSE PATTERN OF THE 1967 GRADUATES CONCERNING SCHOOL ACCEPTANCE AND ATTENDANCE OF THOSE GRADUATES ATTENDING SCHOOL FULL-TIME

A. Accepted by First Choice School	Boys			Girls			Total		
	N	%*	%**	N	%*	%**	N	%$*_1$	%**
Yes	1275	45.2	44.7	1181	41.9	41.4	2456	87.1	86.1
No	211	7.5	7.4	152	5.4	5.3	363	12.9	12.7
No Response	1118			1488			2606		
Total	2604			2821			5425		

B. School Choice Attending	Boys			Girls			Total		
	N	%*	%**	N	%*	%**	N	%$*_2$	%**
1st Choice	1111	39.4	38.9	1050	37.2	36.8	2161	76.6	75.7
2nd Choice	280	9.9	9.8	217	7.7	7.6	497	17.6	17.4
3rd Choice	61	2.2	2.1	49	1.7	1.7	110	3.9	3.9
Other	39	1.4	1.4	14	0.5	0.5	53	1.9	1.9
No Response	1113			1491			2604		
Total	2604			2821			5425		

*Percents based on total number of graduates responding to this question ($*_1$ 2819) ($*_2$ 2821).
**Percents based on total number of graduates responding to Form B of the questionnaire (2854).

Over 86 percent of the graduates who responded to Form B of the questionnaire indicated that they were accepted by the school of their first choice; however, approximately 13 percent were not accepted at the school of their first choice.

Approximately 93 percent of the graduates indicated that they were attending the school of their first or second choice, with approximately 76 percent attending the school of their first choice.

Inference: Since the percent attending the first choice school is smaller than the percent who were accepted by their first choice school, some graduates, for various reasons, must have felt the necessity to attend other than their first choice, even when accepted. Reasons for this apparent discrepancy should be studied. In the projected long range study of the graduates it may be interesting to compare the graduate's choice of a school and the degree of success achieved.

HOW MUCH TIME DID THE GRADUATES INDICATE THEY NEEDED TO COMPLETE THEIR PROGRAM OF STUDY? (B-7)

Table LIV

SUMMARY OF THE RESPONSE PATTERN OF THE 1967 GRADUATES CONCERNING THE AMOUNT OF TIME NEEDED FOR COURSE COMPLETION FOR THOSE GRADUATES ATTENDING SCHOOL FULL-TIME

Time Needed for Course Completion	Boys			Girls			Total		
	N	%*	%**	N	%*	%**	N	%*	%**
Less than 1 year	38	1.4	1.3	71	2.5	2.5	109	3.9	3.8
1 Year	30	1.1	1.1	45	1.6	1.6	75	2.7	2.6
2 Years	216	7.7	7.6	176	6.3	6.2	392	14.0	13.7
3 Years	25	0.9	0.9	68	2.4	2.4	93	3.3	3.3
4 Years	908	32.3	31.8	915	32.6	32.1	1823	64.9	63.9
5 Years	157	5.6	5.5	29	1.0	1.0	186	6.6	6.5
6 Years or More	110	3.9	3.9	20	0.7	0.7	130	4.6	4.6
No Response	1120			1497			2617		
Total	2604			2821			5425		

*Percents based on total number of graduates responding to this question (2808).

**Percents based on total number of graduates responding to Form B of the questionnaire (2854).

Approximately 64 percent of the graduates responding to Form B indicated that they would need four years to complete their program of study. This represents approximately one-third of all graduates (5425) who responded to the questionnaire (A-1). Three hundred sixteen graduates indicated that their program of study would involve five, six, or more years.

Inference: The large number of graduates who indicated the need to complete a four-year program may include some graduates currently enrolled in two year programs, and it may be inferred that some of these graduates currently enrolled in community or junior colleges intend to transfer at a later date to four-year institutions. The data presented does not clearly indicate a sizable decision or preference for post-graduate work. Subsequent follow-up studies may clarify this point as well as give some indication of the college attrition rate.

WHAT FACTORS MOST INFLUENCED THE GRADUATES' CHOICE OF SCHOOLS?

(B-8) Figure 13, page 31, presents graphically the relative influence of factors affecting choice of school.

Table LV

SUMMARY OF THE RESPONSE PATTERN OF THE 1967 GRADUATES CONCERNING FACTORS INFLUENCING CHOICE OF SCHOOL FOR THOSE GRADUATES ATTENDING SCHOOL FULL-TIME

Factor(s) Influencing Choice of School	Boys			Girls			Total		
	N	%*	%**	N	%*	%**	N	%*	%**
Admission Requirements	140	5.0	4.9	68	2.4	2.4	208	7.4	7.3
Co-Ed or Non Co-Ed	2	0.1	0.1	8	0.3	0.3	10	0.4	0.4
Community and/or State Supported	48	1.7	1.7	32	1.1	1.1	80	2.9	2.8
Extra Curricular Activities	26	0.9	0.9	8	0.3	0.3	34	1.2	1.2
Finances	239	8.5	8.4	250	8.9	8.8	489	17.4	17.1
Location	314	11.2	11.0	270	9.6	9.5	584	20.8	20.5
Privately Controlled	1	0.0	0.0	5	0.2	0.2	6	0.2	0.2
Religious Affiliation	15	0.5	0.5	22	0.8	0.8	37	1.3	1.3
Size of School	114	4.1	4.0	102	3.6	3.6	216	7.7	7.6
School Reputation	223	8.0	7.8	225	8.0	7.9	448	16.0	15.7
Subject Offerings	360	12.8	12.6	332	11.8	11.6	692	24.7	24.2
No Response	1122			1499			2621		
Total	2604			2821			5425		

*Percents based on total number of graduates responding to this question (2804).

**Percents based on total number of graduates responding to Form B of the questionnaire (2854).

The graduates specified "Subject Offerings," "Location," "Finances," and "School Reputation," in that order, as the factors which most influenced their choice of a school. These four factors include nearly 80 percent of the total responses to the question.

Apparently the following factors have little influence on the choice of school for most graduates: "Privately Controlled," "Co-ed or Non Co-ed," "Extra Curricular Activities," "Religious Affiliation," and "Community and/or State Supported."

There was very little difference in the responses between boys and girls.

Since "Finances" and "Location" appear to be important factors in the selection of a school, this may explain in part why over three-fourths (Table L) of the graduates who are attending school full-time are attending schools within the State of Maryland.

Inference: Four major factors -- "Subject Offerings," "Location," "Finances," and "School Reputation" -- influenced the graduates in their choice of a school. Table L indicates that a majority of the graduates attended school in Maryland. Therefore, an emphasis should be placed on these factors as related to all schools, but with a particular stress on Maryland schools. All school personnel, parents, and students should be well informed, particularly in these areas.

WHO MOST INFLUENCED THE GRADUATES' CHOICE OF SCHOOLS? (B-9)

Figure 14, page 32, illustrates graphically the relative influence of persons who affected the graduates in their choice of schools.

Table LVI

SUMMARY OF THE RESPONSE PATTERN OF THE 1967 GRADUATES CONCERNING THE PERSON(S) INFLUENCING CHOICE OF SCHOOL FOR THOSE GRADUATES ATTENDING SCHOOL FULL-TIME

Person(s) Influencing Choice of School	Boys			Girls			Total		
	N	%*	%**	N	%*	%**	N	%*	%**
College Representatives	90	3.3	3.2	76	2.8	2.7	166	6.0	5.8
Counselors	177	6.4	6.2	90	3.3	3.2	267	9.7	9.4
Teachers	76	2.8	2.7	53	1.9	1.9	129	4.7	4.5
Parents	359	13.0	12.6	411	14.9	14.4	770	27.9	27.0
Relatives	63	2.3	2.2	56	2.0	2.0	119	4.3	4.2
Friends	234	8.5	8.2	250	9.1	8.8	484	17.5	17.0
Other	451	16.4	15.8	372	13.5	13.0	823	29.8	28.8
No Response	1154			1513			2667		
Total	2604			2821			5425		

*Percents based on total number of graduates responding to this question (2758).

**Percents based on total number of graduates responding to Form B of the questionnaire (2854).

Graduates attending school full-time indicated that they were most influenced by "Parents" (27.0 percent) and "Friends" (17.0 percent).

The "Other" classification was checked by a large number of the graduates completing Form B (28.8 percent), and some attempt to interpret this figure seems necessary. A graduate may have gathered data individually, listened to suggestions, etc., and made his own decision. In some instances a graduate's decision may have been based primarily upon acceptance by any school. Some graduates may have been influenced by several persons and felt "Other" was a better choice. The reader should be aware that the graduate was able to make only one response to this question.

Inference: The data indicate that parents and friends often exert considerable influence on a graduate's choice of schools. Therefore, the role of the counselor with parents and other significant adults should be encouraged and expanded. An extra effort should be made to see that college planning information reaches the home.

A limitation in the design of the questionnaire precluded the graduate's listing all those who assisted in the decision making process. This may explain the small percentage of those graduates attending school full-time who saw the counselor as the person who most influenced their final decision. The final decision rightfully belongs to the student, assisted by his parents and/or significant others. Again, the clear-cut implication is to help the student, parents, and/or significant others in this decision making process.

IN WHAT MANNER(S) WERE THE GRADUATES ASSIGNED ADVANCED STANDING IN THEIR FRESHMAN YEAR IN COLLEGE? (B-10) Figure 16, page 36, graphically illustrates the relative use of various techniques employed by colleges for granting advanced standing.

Table LVII

SUMMARY OF THE RESPONSE PATTERN OF THE 1967 GRADUATES CONCERNING ADVANCED STANDING IN THE FRESHMAN YEAR FOR THOSE GRADUATES ATTENDING SCHOOL FULL-TIME

A. Received Advanced Standing	Boys			Girls			Total		
	N	%*	%**	N	%*	%**	N	%*$_1$	%**
Yes	250	9.7	8.8	229	8.9	8.0	479	18.6	16.8
No	1130	43.9	39.6	963	37.4	33.7	2093	81.4	73.3
No Response	1224			1629			2853		
Total	2604			2821			5425		

B. Manner(s) Advanced Standing Received	Boys			Girls			Total		
	N	%*	%**	N	%*	%**	N	%*$_2$	%**
American College Tests (ACT)	72	10.4	2.5	49	7.1	1.7	121	17.5	4.2
CEEB Scholastic Aptitude Tests (SAT)	25	3.6	0.9	30	4.3	1.1	55	8.0	1.9
CEEB Achievement Tests	31	4.5	1.1	28	4.1	1.0	59	8.6	2.1
CEEB Advanced Placement Tests	49	7.1	1.7	28	4.1	1.0	77	11.2	2.7
College's Own Placement Tests	87	12.6	3.0	123	17.8	4.3	210	30.4	7.4
High School Record	85	12.3	3.0	68	9.9	2.4	153	22.2	5.4
Summer School	10	1.4	0.4	5	0.7	0.2	15	2.2	0.5
No Response	2365			2600			4965		

Percents based on total number of responses to this question ($_1$ 2572) (*$_2$ 690).

**Percents based on total number of graduates responding to Form B of the questionnaire (2854).

IN WHAT SUBJECT AREA(S) DID THE GRADUATES RECEIVE ADVANCED STANDING AND WAS COLLEGE CREDIT RECEIVED? (B-10) Figure 17, page 37, summarizes the subject areas in which graduates received advanced standing and whether or not college credit was received.

Table LVIII

SUMMARY OF THE RESPONSE PATTERN OF THE 1967 GRADUATES CONCERNING THE SUBJECT AREA(S) AND CREDIT RECEIVED FOR ADVANCED STANDING FOR THOSE GRADUATES ATTENDING SCHOOL FULL-TIME

A. Advanced Standing Received In	Boys			Girls			Total		
	N	%*	%**	N	%*	%**	N	$\%*_1$	%**
English	75	10.4	2.6	106	14.8	3.7	181	25.2	6.3
Foreign Language	76	10.6	2.7	135	18.8	4.7	211	29.4	7.4
Mathematics	142	19.8	5.0	69	9.6	2.4	211	29.4	7.4
Science	29	4.0	1.0	16	2.2	0.6	45	6.3	1.6
Social Studies	43	6.0	1.5	27	3.8	0.9	70	9.7	2.5
No Response	2366			2600			4966		

B. College Credit Received In	Boys			Girls			Total		
	N	%*	%**	N	%*	%**	N	$\%*_2$	%**
English	26	10.3	0.9	35	13.9	1.2	61	24.2	2.1
Foreign Language	27	10.7	0.9	46	18.3	1.6	73	29.0	2.6
Mathematics	51	20.2	1.8	19	7.5	0.7	70	27.8	2.5
Science	17	6.7	0.6	8	3.2	0.3	25	9.9	0.9
Social Studies	21	8.3	0.7	2	0.8	0.1	23	9.1	0.8
No Response	2493			2735			5228		

*Percents based on total number of responses to this question ($*_1$ 718) ($*_2$ 252).

**Percents based on total number of graduates responding to Form B of the questionnaire (2854).

Nearly one out of every six graduates (479) who responded to Form B received advanced standing in the freshman year. Since these 479 graduates made 690 responses in Part B (Table LVII) to the manner in which they received this standing, it is obvious that some graduates received advanced standing in a combination of ways. The areas of "College's Own Placement Tests," "High School Record," and "American College Tests," in that order, composed nearly 70 percent of the 690 responses.

Inasmuch as 479 graduates (Table LVII A) indicated that they received advanced standing, and there were 718 responses (Table LVIII) in the five subject areas for which advanced standing was received, it is apparent that some graduates received advanced standing in more than one subject.

More students received advanced standing in mathematics, foreign language, and English than in science and social studies.

Approximately twice as many boys received advanced standing in mathematics and science as girls, while the reverse is true in foreign language. The least variation by sex occurred in English and social studies.

A total of 252 responses (Table LVIII B) were made indicating that college credit was received. A comparison of responses in Table LVIII A (total 718) with those in Table LVIII B (total 252) reveals that over one-third of those who received advanced standing also received credit for the subject in all areas except science. In science, however, about one-half of those who received advanced standing also received credit.

Of the 27 girls who received advanced standing in social studies, only two received college credit; 21 out of 43 boys received credit.

Inference: In the Baltimore County public schools approximately 17 percent of the college bound graduates received advanced standing. This may be one indication of a sound program for the college bound. Baltimore County's large number of enriched and accelerated and honors courses may account for a large number of students receiving advanced standing. Since this accelerated program begins in the junior high school, educators at that level should be aware of these findings.

Counselors should be aware of the results of Table LVII in discussing advanced standing with students. It should be noted that although there is one test labeled "Advanced Placement," there are many ways in which advanced standing can be received.

The small number of graduates who received college credit with their advanced standing in social studies may be due in part to the individual nature of the courses in this area, both at the high school and college levels.

"CEEB Advanced Placement Tests" was noted in 77 of the 690 responses as one means of obtaining advanced standing. This comparatively small number may be the result of (1) the expense involved in taking the test, (2) the limited number of colleges requiring the test, (3) the lack of uniformity among college departments on acceptable standards, and (4) the other methods of receiving advanced standing. A reduction in the number of graduates receiving advanced standing through the "American College Tests" can be anticipated, inasmuch as many of the Maryland colleges have eliminated it as their required test for admission. At the present time there seems to be some question as to what test(s) will be required for advanced standing among Maryland colleges.

IN WHAT WAYS DID GRADUATES SECURE FINANCIAL HELP IN ORDER TO ATTEND SCHOOL? (B-11) Figure 15, page 34, graphically illustrates the various means graduates used to finance college expenses.

Table LIX

SUMMARY OF THE RESPONSE PATTERN OF THE 1967 GRADUATES CONCERNING ARRANGEMENT(S) FOR FINANCIAL HELP FOR THOSE GRADUATES ATTENDING SCHOOL FULL-TIME

Financial Arrangements	Boys			Girls			Total		
	N	%*	%**	N	%*	%**	N	%*	%**
Cooperative Work Study Programs	35	0.8	1.2	30	0.7	1.1	65	1.5	2.3
Employment	627	14.7	22.0	353	8.3	12.4	980	23.0	34.3
Loans	167	3.9	5.9	155	3.6	5.4	322	7.6	11.3
Parents and/or Relatives	992	23.3	34.8	1043	24.5	36.5	2035	47.9	71.3
Scholarships	231	5.4	8.1	276	6.5	9.7	507	11.9	17.8
Tuition Waivers	42	1.0	1.5	151	3.6	5.3	193	4.5	6.8
Vocational Rehabilitation	33	0.8	1.2	14	0.3	0.5	47	1.1	1.6
Other	51	1.2	1.8	52	1.2	1.8	103	2.4	3.6
No Response	1228			1578			2806		
Total	3406			3652			7058		

*Percents based on total number of responses to this question (4252).
**Percents based on total number of graduates responding to Form B of the questionnaire (2854).

Approximately 71 percent (2035) of the graduates attending school full-time indicated that they received some help in financing their education from "Parents and/or Relatives." The second highest response was

"Employment," which was noted by 34.3 percent (980) of these graduates. "Scholarships" (17.8 percent, or 507 graduates) and "Loans" (11.3 percent, or 322 graduates) played an important part in the financial arrangements made by graduates in order to attend college.

Graduates were given the opportunity to select more than one response to this question; therefore, they reported on a combination of sources to finance their education.

The boys outnumbered the girls approximately 2 to 1 among those who were working to help obtain financial aid. One hundred nine more girls than boys used "Tuition Waivers" as a means of financial aid.

Inference: Many of the graduates were working while they were going to school. This fact, coupled with the graduates' use of a combination of sources to obtain their finances, may reflect current trends. Many colleges, for example, give financial aid in a three-part package -- work, loan, scholarship. It is also expected that the family will provide such help as they can afford; therefore, aid from parents and/or relatives should continue to be high. In addition, graduates, particularly boys, are expected to help themselves as much as possible through employment. There is also an implication in Table LIX for counselors to pass on information regarding financial aid so that parents may have a more thorough understanding of the various aspects of making arrangements for financial help as well as some of the particulars such as the "Parent's Confidential Statement," federally guaranteed loans, etc.

FORM C - ALL GRADUATES NOT ATTENDING SCHOOL FULL-TIME. Form C, consisting of two pages, was completed by all graduates who were not attending school full-time. The percents recorded in the tables appearing in this section have been generated from different bases. These different bases are defined by notes at the bottom of the tables. The percents noted by the double asterisk(**) refer to those graduates who actually returned page 1 of Form C. There were 2548 graduates in this category. Of this group, some graduates neglected to complete certain questions on Form C. Percents relative to those who actually responded to a specific question are noted by the single asterisk(*). Bases for the percents in this category vary from question to question.

HOW DID THE GRADUATES LEARN ABOUT THEIR PRESENT JOB? (C-1) Figure 18, page 40, graphically represents the means through which graduates learned about their jobs.

Table LX

SUMMARY OF THE RESPONSE PATTERN OF THE 1967 GRADUATES CONCERNING HOW THEY LEARNED ABOUT THEIR PRESENT JOBS

Learned About Present Job	Boys			Girls			Total		
	N	%*	%**	N	%*	%**	N	%*	%**
Advertisement	83	3.4	3.3	165	6.8	6.5	248	10.2	9.7
Civil Service Announcement	14	0.6	0.5	135	5.5	5.3	149	6.1	5.8
Company Employment Office or Representative	120	4.9	4.7	101	4.1	4.0	221	9.1	8.7
Friends or Relatives	355	14.5	13.9	426	17.5	16.7	781	32.0	30.7
Private Employment Agency	4	0.2	0.2	63	2.6	2.5	67	2.7	2.6
Recruiter/Draft	146	6.0	5.7	3	0.1	0.1	149	6.1	5.8
School Career Program	25	1.0	1.0	43	1.8	1.7	68	2.8	2.7
School Counselor	31	1.3	1.2	60	2.5	2.4	91	3.7	3.6
State Employment Agency	7	0.3	0.3	41	1.7	1.6	48	2.0	1.9
Business Teachers	7	0.3	0.3	93	3.8	3.6	100	4.1	3.9
Vocational Teachers	39	1.6	1.5	21	0.9	0.8	60	2.5	2.4
Other Teachers	13	0.5	0.5	10	0.4	0.4	23	0.9	0.9
Does Not Apply	195	8.0	7.7	240	9.8	9.4	435	17.8	17.1
No Response	1565			1420			2985		
Total	2604			2821			5425		

---

*Percents based on total number of graduates responding to this question (2440).

**Percents based on total number of graduates responding to page one of Form C, hereafter referred to as Form C 1 (2548).

"Friends" or "Relatives" was the response category listed most frequently as the source of information about jobs presently held by the graduates. Nearly one-third of the graduates responded in this fashion.

At least 14 percent of the graduates who answered the question indicated that they learned about their present job directly through the school (school career program, school counselor, teachers). Less than five percent of the graduates indicated that they had learned of their present job through either private or state employment agencies.

The categories in which a marked difference existed between the response patterns of boys and girls were "Civil Service," "Private Employment Agencies," "Recruiter-Draft," and "Business Teachers." More girls learned of their present job from civil service units, private employment agencies, and business teachers; and, as would be expected, more boys learned of the military from recruiters and draft personnel.

Inference: The data suggest that further study is necessary and would be valuable in establishing guidelines for the cooperation of parents, friends, and school personnel in assisting graduates attain jobs that would be both gainful and personally satisfying. In all likelihood, parents and friends have been and will continue to be a primary means by which graduates attain jobs. In contrast, at least two aspects of the functions of school personnel with parents and significant other adults in this endeavor should be considered. Initially, school personnel should appraise their present efforts to provide valid and meaningful occupational information to those adults that will be assisting the graduates attain jobs. Secondly, school personnel should study their role as it relates to assisting parents and other significant adults better understand the implication of job placement and/or vocational choice in light of the potential or limitations of graduates. Along with studying the function of school personnel in assisting graduates attain jobs, the contributions made by supportive agencies in counseling and job placement also should be explored.

It is assumed that the 14 to 20 percent of the graduates who indicated that they learned of their present job through the school is a minimum percent. Indirectly, many graduates were provided an opportunity to learn of their present jobs through school initiated activities involving civil service announcements, contacts with state employment agencies, and various employers. The effects of limiting graduates to only one response as to how they learned of their present job may have affected the reported data substantially. If this had been a multiple response question, a more accurate assessment of the relative contributions made by each of the groups might have been provided.

HOW DID THE GRADUATES RESPOND CONCERNING THE LEVEL OF EDUCATION REQUIRED? (C-2) Figure 19, page 41, summarizes the level of education required in the present jobs held by the graduates.

Table LXI

SUMMARY OF THE RESPONSE PATTERN OF THE 1967 GRADUATES CONCERNING THE LEVEL OF EDUCATION REQUIRED IN THEIR PRESENT JOB

Education Required	Boys			Girls			Total		
	N	%*	%**	N	%*	%**	N	%*	%**
Less than a High School Diploma	105	4.3	4.1	49	2.0	1.9	154	6.3	6.0
Special Training But High School Diploma Not Required	81	3.3	3.2	79	3.2	3.1	160	6.5	6.3
High School Diploma	372	15.2	14.6	731	29.8	28.7	1103	45.0	43.3
High School Diploma Plus Special Training	249	10.2	9.8	321	13.1	12.6	570	23.3	22.4
No Specified Education	173	7.1	6.8	80	3.3	3.1	253	10.3	9.9
Does Not Apply	66	2.7	2.6	144	5.9	5.7	210	8.6	8.2
No Response	1558			1417			2975		
Total	2604			2821			5425		

*Percents based on total number of graduates responding to this question (2450).

**Percents based on total number of graduates responding to Form C 1 of the questionnaire (2548).

Approximately 65 percent of the graduates not attending school full-time reported that their present jobs required at least a high school diploma. Approximately 12 percent of the graduates indicated that a high school diploma was not required for their present position, while approximately ten percent indicated that no specified education was required.

Inference: Current information from the U.S. Department of Labor indicates that opportunities in entry level jobs requiring less than a high school diploma are diminishing. Long range projections indicate further constrictions of opportunities in this category. Approximately a quarter of the graduates did not envision the high school diploma or any specific educational accomplishment as being required in their present job. This observation might be indicative of the graduates' perception of their entry level jobs. Since many entry level jobs require minimal skills and are only of short duration, a number of these graduates will soon find themselves in a situation requiring the actual high school diploma.

WHAT IS THE APPROXIMATE WEEKLY GROSS INCOME OF THE GRADUATES?

(C-3) Figure 20, page 42, summarizes the approximate weekly gross income of the graduates.

Table LXII

SUMMARY OF THE RESPONSE PATTERN OF THE 1967 GRADUATES CONCERNING WEEKLY INCOME

Weekly Income	Boys			Girls			Total		
	N	%*	%**	N	%*	%**	N	%*	%**
Less than $50	172	7.4	6.8	77	3.3	3.0	249	10.7	9.8
$50 to $75	185	8.0	7.3	619	26.6	24.3	804	34.6	31.6
$75 to $100	347	14.9	13.6	447	19.2	17.5	794	34.2	31.2
Over $100	203	8.7	8.0	33	1.4	1.3	236	10.2	9.3
Does Not Apply	85	3.7	3.3	157	6.8	6.2	242	10.4	9.5
No Response	1612			1488			3100		
Total	2604			2821			5425		

*Percents based on total number of graduates responding to this question (2325).

**Percents based on total number of graduates responding to Form C 1 of the questionnaire (2548).

More than 62 percent of the graduates not attending school full-time earned $50 - $100 weekly. Approximately nine percent indicated that they earned more than $100 weekly and another nine percent indicated that they earned less than $50 weekly.

This information will be more meaningful when it is compared to Table XXVII, on page 93, which gives the number of hours per week each graduate worked.

Of the graduates not attending school full-time who indicated that they were earning over $100 weekly, 203 were boys and 33 were girls. In the two middle income choices, the girls considerably outnumbered the boys.

Although the choice of answering this question was optional, it did not appear to affect the number of graduates who responded.

Inference: In the classifications covering $50 - $100 per week are found 1066 girls and 532 boys -- a ratio of about two to one. This may include the clerical workers who graduate from high school with a salable clerical skill. The predominance of girls over boys in these categories also may result from the fewer girls employed on a part-time basis.

IS THE CURRENT JOB CONSIDERED A REQUIREMENT FOR THE GRADUATE'S ADVANCEMENT? (C-4)

Table LXIII

SUMMARY OF THE RESPONSE PATTERN OF THE 1967 GRADUATES CONCERNING THE PRESENT JOB AS A REQUIREMENT FOR ADVANCEMENT WITH THE CURRENT EMPLOYER

Job Required for Advancement	Boys			Girls			Total		
	N	%*	%**	N	%*	%**	N	%*	%**
Yes	578	24.0	22.7	691	28.7	27.1	1269	52.6	49.8
No	197	8.2	7.7	347	14.4	13.6	544	22.6	21.4
Does Not Apply	251	10.4	9.9	347	14.4	13.6	598	24.8	23.5
No Response	1578			1436			3014		
Total	2604			2821			5425		

*Percents based on total number of graduates responding to this question (2411).

**Percents based on total number of graduates responding to Form C 1 of the questionnaire (2548).

Approximately 50 percent of the graduates not attending school full-time indicated that their present job was required for advancement. This number 1269 graduates, is about two and one-half times the number of responses (544 graduates) in the classification where the job was not required for advancement.

Inference: The approximate 45 percent of the graduates who indicated that their present job was not a requirement for advancement with their present employer or who indicated that the question did not apply may be in any of the following situations:

1. part-time employees
2. boys anticipating induction into the service
3. girls anticipating marriage and not intending to continue working
4. graduates dissatisfied with their present situation.

HOW MANY FULL-TIME JOBS HAVE THE GRADUATES HELD SINCE GRADUATION? (C-5) Figure 24, page 48, presents in graphic form the number of full-time jobs graduates have held since graduation.

Table LXIV

SUMMARY OF THE RESPONSE PATTERN OF THE 1967 GRADUATES CONCERNING THE NUMBER OF FULL-TIME JOBS HELD SINCE GRADUATION

Number of Full-Time Jobs	Boys			Girls			Total		
	N	%*	%**	N	%*	%**	N	%*	%**
No Job	105	4.2	4.1	134	5.4	5.3	239	9.6	9.4
1 Job	615	24.7	24.1	999	40.1	39.2	1614	64.7	63.3
2 Jobs	256	10.3	10.0	283	11.4	11.1	539	21.6	21.2
3 Jobs	65	2.6	2.6	19	0.8	0.7	84	3.4	3.3
4 or More Jobs	17	0.7	0.7	0	0.0	0.0	17	0.7	0.7
No Response	1546			1386			2932		
Total	2604			2821			5425		

*Percents based on total number of graduates responding to this question (2493).

**Percents based on total number of graduates responding to Form C 1 of the questionnaire (2548).

Less than 10 percent of the graduates who were not attending school full-time indicated that they did not have a full-time job. This figure included those who chose not to enter the labor market.

Of the graduates who responded to Form C 1, approximately 63 percent had held the same job since graduation, while approximately 26 percent or 640 graduates had changed jobs. Less than one percent indicated that they had held four or more jobs.

Inference: Further information is needed on the less than 10 percent of the graduates unemployed since graduation. However, placement does not appear to constitute a problem at this time, and apparently the choice of entry positions seem to be satisfactory to the graduates, since almost two-thirds continued in their initial jobs. Approximately one out of four graduates changed jobs within six months of graduation; this may reflect the temporary and seasonal nature of some employment as well as current trends in occupational mobility.

IF THE GRADUATE CHANGED JOBS, WHAT WERE THE REASONS FOR MAKING THE CHANGE? (C-5) Figure 25 on page 50 is a graphic representation of the reasons graduates changed jobs.

Table LXV

SUMMARY OF THE RESPONSE PATTERN OF THE 1967 GRADUATES CONCERNING REASON(S) FOR LEAVING JOB(S)

Reason(s) for Leaving Job(s)	Boys			Girls			Total		
	N	%*	%**	N	%*	%**	N	%*	%**
Disagreement With Other Employees or Employers	26	1.1	1.0	21	0.9	0.8	47	2.1	1.8
Dissatisfaction With the Work Itself	102	4.5	4.0	127	5.6	5.0	229	10.1	9.0
Opportunity for Advancement	146	6.4	5.7	136	6.0	5.3	282	12.4	11.1
Too Much Expected Of Graduate	19	0.8	0.7	27	1.2	1.1	46	2.0	1.8
Working Conditions	68	3.0	2.7	56	2.5	2.2	124	5.5	4.9
Temporary Employment	79	3.5	3.1	67	3.0	2.6	146	6.4	5.7
Traveling Distance	26	1.1	1.0	51	2.2	2.0	77	3.4	3.0
Pregnancy	0	0.0	0.0	26	1.1	1.0	26	1.1	1.0
Marriage	2	0.1	0.1	37	1.6	1.5	39	1.7	1.5
Military Service	137	6.0	5.4	2	0.1	0.1	139	6.1	5.5
Salary	127	5.6	5.0	110	4.8	4.3	237	10.4	9.3
Lay-Off	53	2.3	2.1	38	1.7	1.5	91	4.0	3.6
Health	13	0.6	0.5	7	0.3	0.3	20	0.9	0.8
Does Not Apply	297	13.1	11.7	471	20.7	18.5	768	33.8	30.1
No Response	1811			1918			3729		
Total	2906			3094			6000		

*Percents based on total number of responses to this question (2271).

**Percents based on total number of graduates responding to Form C 1 of the questionnaire (2548).

Of the graduates who are not attending school full-time and who indicated that they had changed jobs, the major reasons cited, in descending order of frequency, were "Opportunity for Advancement," "Salary," and "Job Dissatisfaction."

Inference: The small percent who indicated "Disagreement with Other Employees or Employers" as a reason for change may raise questions, since employers usually give this category as a major reason for change. Consequently, the time element may have been an influencing factor in this question, inasmuch as the graduates have been in the labor market for only six months.

HOW DID THE GRADUATES REACT TO THEIR PREPARATION IN SELECTED JOB SKILLS? (C-7) A summary of the responses of the graduates not attending school full-time to their preparation in selected job skills is presented in Figures 22 and 23 on pages 46 and 47. Tables LXVI through LXXXIV present a detailed analysis of the graduates' responses regarding their preparation in selected job skills.

Although the tables appearing in this section of the report are divided into an upper and lower part, the information included in the two parts is not necessarily related. For example, a graduate may feel that he or she is well prepared in a particular job skill but finds the skill to be of no particular use in his or her present job. Consequently, the reader should not attempt to relate the graduates' responses in the lower part of the table with the upper part of the table.

Additionally, the graduates reacting to their preparation for specific job skills may have also reacted subjectively to the questions as a type of self-evaluation. Further study is planned at a later date and a sampling of employer reactions will be conducted.

Experience in writing up this question has brought to light an inconsistency in several responses included for this question on the questionnaire. The two conflicting responses are "Not Useful" and "Does Not Apply." Upon reflection, there seems to be no logical way for the respondee to discriminate between "Not Useful" and "Does Not Apply." In any revision of this question on future questionnaires consideration should be given to eliminating this conflict.

Following directions. (C-7)

Table LXVI

SUMMARY OF THE RESPONSE PATTERN OF THE 1967 GRADUATES CONCERNING THEIR PREPARATION IN FOLLOWING DIRECTIONS AND THE IMPORTANCE OF THIS JOB SKILL

Degree of Preparation	Boys			Girls			Total		
	N	%*	%**	N	%*	%**	N	%*$_1$	%**
Does Not Apply	60	2.5	2.4	70	2.9	2.7	130	5.5	5.1
Well Prepared	521	21.9	20.4	925	38.8	36.3	1446	60.7	56.8
Adequately Prepared	413	17.3	16.2	376	15.8	14.8	789	33.1	31.0
Poorly Prepared	13	0.5	0.5	6	0.3	0.2	19	0.8	0.7
No Response	1597	--	--	1444	--	--	3041	--	--
Total	2604			2821			5425		

Usefulness of Job Skill	Boys			Girls			Total		
	N	%*	%**	N	%*	%**	N	%*$_2$	%**
Very Useful	561	25.7	22.0	876	40.1	34.4	1437	65.7	56.4
Useful	277	12.7	10.9	302	13.8	11.9	579	26.5	22.7
Not Useful	18	0.8	0.8	6	0.3	0.2	24	1.1	0.9
Does Not Apply	51	2.3	2.0	96	4.4	3.8	147	6.7	5.8
No Response	1697	--	--	1541	--	--	3238	--	--
Total	2604			2821			5425		

Percents based on total number of graduates responding to this question ($_1$ 2384) (*$_2$ 2187).

**Percents based on total number of graduates responding to Form C 1 of the questionnaire (2548).

In order to provide as much information as possible on graduates' reactions to their preparation in specific job skills, an additional set of percents based on the number of graduates who actually specified their amount of preparation in each job skill was generated. The information related to Following Directions is presented in Table LXVII. Similar tables will be presented for each of the remaining eight job skills.

The discussions and inferences that follow the tables for each skill are based on the data in either or both tables.

Table LXVII

SUMMARY OF THE RESPONSE PATTERN OF THE 1967 GRADUATES SPECIFYING THEIR AMOUNT OF PREPARATION IN FOLLOWING DIRECTIONS

Amount of Preparation	Boys		Girls		Total	
	N	%*	N	%*	N	%*
Well Prepared	521	55.0	925	70.8	1446	64.1
Adequately Prepared	413	43.6	376	28.8	789	35.0
Poorly Prepared	13	1.4	6	0.5	19	0.8
Total	947		1307		2254	

*Percents based on total number of graduates who specified their amount of preparation (2254).

Approximately 88 percent of the graduates not attending school full-time indicated that they were either "Well Prepared" or "Adequately Prepared" in following directions. Less than one percent of this group felt that they were "Poorly Prepared."

The usefulness of this job skill was recognized by more than three-fourths of the graduates responding to Form C 1. Seventy-nine percent indicated that this skill was "Useful" or "Very Useful." Less than one percent indicated that it was "Not Useful."

Of the nine job skills analyzed, the "Ability to Follow Directions" had the highest percent (87.8) of the graduates indicating they felt "Adequately" or "Well Prepared."

Following rules and regulations. (C-7)

Table LXVIII

SUMMARY OF THE RESPONSE PATTERN OF THE 1967 GRADUATES CONCERNING THEIR PREPARATION IN FOLLOWING RULES AND REGULATIONS AND THE IMPORTANCE OF THIS JOB SKILL

Degree of Preparation	Boys			Girls			Total		
	N	%*	%**	N	%*	%**	N	%*$_1$	%**
Does Not Apply	70	3.0	2.7	73	3.1	2.9	143	6.0	5.6
Well Prepared	505	21.4	19.8	922	39.0	36.2	1427	60.3	56.0
Adequately Prepared	391	16.5	15.3	368	15.6	14.4	759	32.1	29.8
Poorly Prepared	30	1.3	1.2	6	0.3	0.2	36	1.5	1.4
No Response	1608	--	--	1452	--	--	3060	--	--
Total	2604			2821			5425		

Usefulness of Job Skill	Boys			Girls			Total		
	N	%*	%**	N	%*	%**	N	%*$_2$	%**
Very Useful	499	22.9	19.6	741	34.0	29.1	1240	56.9	48.7
Useful	311	14.3	12.2	420	19.3	16.5	731	33.5	28.7
Not Useful	29	1.3	1.1	13	0.6	0.5	42	1.9	1.6
Does Not Apply	65	3.0	2.6	103	4.7	4.0	168	7.7	6.6
No Response	1700	--	--	1544	--	--	3244	--	--
Total	2604			2821			5425		

Percents based on total number of graduates responding to this question ($_1$ 2365) (*$_2$ 2181).

**Percents based on total number of graduates responding to Form C 1 of the questionnaire (2548).

Table LXIX summarizes the response of graduates who specified their amount of preparation in Following Rules and Regulations.

Table LXIX

SUMMARY OF THE RESPONSE PATTERN OF THE 1967 GRADUATES SPECIFYING THEIR AMOUNT OF PREPARATION IN FOLLOWING RULES AND REGULATIONS

Amount of Preparation	Boys		Girls		Total	
	N	%*	N	%*	N	%*
Well Prepared	505	54.5	922	71.1	1427	64.2
Adequately Prepared	391	42.2	368	28.4	759	34.1
Poorly Prepared	30	3.2	6	0.5	36	1.6
Total	926		1296		2222	

*Percents based on total number of graduates who specified their amount of preparation (2222).

Approximately 86 percent of the graduates not attending school full-time indicated that they were "Well Prepared" or "Adequately Prepared" in "Following Rules and Regulations." One and four-tenths percent responded that they were "Poorly Prepared" in this skill.

Approximately 77 percent indicated the ability to follow rules and regulations was "Useful" or "Very Useful" on the job. Approximately nine percent indicated that this skill was "Not Useful" or "Did Not Apply."

Inference: The graduates indicated that generally the schools have been successful in assisting them to follow rules and regulations. It seems necessary, however, to implement procedures that would account for the approximately nine percent of the graduates who responded to "Not Useful" and "Does Not Apply."

Working well with others. (C-7)

Table LXX

SUMMARY OF THE RESPONSE PATTERN OF THE 1967 GRADUATES CONCERNING THEIR PREPARATION TO WORK WELL WITH OTHERS AND THE IMPORTANCE OF THIS JOB SKILL

Degree of Preparation	Boys			Girls			Total		
	N	%*	%**	N	%*	%**	N	%$*_1$	%**
Does Not Apply	44	1.9	1.7	59	2.5	2.3	103	4.3	4.0
Well Prepared	591	24.9	23.2	974	41.0	38.2	1565	65.9	61.4
Adequately Prepared	334	14.1	13.1	329	13.8	12.9	663	27.9	26.0
Poorly Prepared	35	1.5	1.4	10	0.4	0.4	45	1.9	1.8
No Response	1600	--	--	1449	--	--	3049	--	--
Total	2604			2821			5425		

Usefulness of Job Skill	Boys			Girls			Total		
	N	%*	%**	N	%*	%**	N	%$*_2$	%**
Very Useful	593	27.3	23.3	911	42.0	35.8	1504	69.3	59.0
Useful	249	11.5	9.8	264	12.2	10.4	513	23.6	20.1
Not Useful	20	0.9	0.8	5	0.2	0.2	25	1.2	1.0
Does Not Apply	43	2.0	1.7	86	4.0	3.4	129	5.9	5.1
No Response	1699	--	--	1555	--	--	3254	--	--
Total	2604			2821			5425		

*Percents based on total number of graduates responding to this question ($*_1$ 2376) ($*_2$ 2171).

**Percents based on total number of graduates responding to Form C 1 of the questionnaire (2548).

Table LXXI summarizes the responses of the graduates who specified their amount of preparation in Working Well With Others.

Table LXXI

SUMMARY OF THE RESPONSE PATTERN OF THE 1967 GRADUATES SPECIFYING THEIR AMOUNT OF PREPARATION IN WORKING WELL WITH OTHERS

Amount of Preparation	Boys		Girls		Total	
	N	%*	N	%*	N	%*
Well Prepared	591	61.6	974	74.2	1565	68.8
Adequately Prepared	334	34.8	329	25.1	663	29.2
Poorly Prepared	35	3.6	10	0.8	45	2.0
Total	960		1313		2273	

*Percents based on total number of graduates who specified their amount of preparation (2273).

Approximately 87 percent of the graduates not attending school full-time indicated that they were "Well Prepared" or "Adequately Prepared" in working well with others. Less than two percent felt that they were "Poorly Prepared" in this skill.

Approximately 79 percent indicated that this skill was "Useful" or "Very Useful" in their jobs. Approximately six percent indicated this skill was "Not Useful" or "Did Not Apply."

Thinking and making decisions. (C-7)

Table LXXII

SUMMARY OF THE RESPONSE PATTERN OF THE 1967 GRADUATES CONCERNING THEIR PREPARATION TO THINK AND MAKE DECISIONS AND THE IMPORTANCE OF THIS JOB SKILL

Degree of Preparation	Boys			Girls			Total		
	N	%*	%**	N	%*	%**	N	%*$_1$	%**
Does Not Apply	55	2.3	2.2	69	2.9	2.7	124	5.3	4.9
Well Prepared	503	21.3	19.7	688	29.2	27.0	1191	50.5	46.7
Adequately Prepared	394	16.7	15.5	557	23.6	21.9	951	40.3	37.3
Poorly Prepared	44	1.9	1.7	47	2.0	1.8	91	3.9	3.6
No Response	1608	--	--	1460	--	--	3068	--	--
Total	2604			2821			5425		

Usefulness of Job Skill	Boys			Girls			Total		
	N	%*	%**	N	%*	%**	N	%*$_2$	%**
Very Useful	495	22.9	19.4	702	32.5	27.6	1197	55.3	47.0
Useful	294	13.6	11.5	426	19.7	16.7	720	33.3	28.3
Not Useful	46	2.1	1.8	33	1.5	1.3	79	3.7	3.1
Does Not Apply	63	2.9	2.5	104	4.8	4.1	167	7.7	6.6
No Response	1706	--	--	1556	--	--	3262	--	--
Total	2604			2821			5425		

Percents based on total number of graduates responding to this question ($_1$ 2357) (*$_2$ 2163).

**Percents based on total number of graduates responding to Form C 1 of the questionnaire (2548).

Table LXXIII summarizes the responses of graduates who specified their amount of preparation in Thinking and Making Decisions.

Table LXXIII

SUMMARY OF THE RESPONSE PATTERN OF THE 1967 GRADUATES SPECIFYING THEIR AMOUNT OF PREPARATION IN THINKING AND MAKING DECISIONS

Amount of Preparation	Boys		Girls		Total	
	N	%*	N	%*	N	%*
Well Prepared	503	53.5	688	53.3	1191	53.3
Adequately Prepared	394	41.9	557	43.1	951	42.6
Poorly Prepared	44	4.7	47	3.6	91	4.1
Total	941		1292		2233	

*Percents based on total number of graduates who specified their amount of preparation (2233).

Approximately 84 percent of the graduates not attending school full-time indicated they were "Adequately Prepared" or "Well Prepared" to think and make decisions. Approximately four percent of the graduates not attending school full-time indicated they were "Poorly Prepared" in this area.

Approximately 75 percent stated that this skill, in relation to their present job, was either "Useful" or "Very Useful."

Inference: The majority of graduates considered themselves "Adequately Prepared" or "Well Prepared" to think and make decisions in terms of their present job. The graduates may have selected jobs themselves or may have been screened by industry and placed in entry positions which were in keeping with what seemed at the time their ability to think and make decisions. Since there is a trend toward upward mobility in jobs, one can only speculate about how the graduates will react to their degree of preparation in this skill in the future when greater responsibilities in higher positions are assumed.

Reading With Understanding. (C-7)

Table LXXIV
SUMMARY OF THE RESPONSE PATTERN OF THE 1967 GRADUATES CONCERNING THEIR PREPARATION TO READ WITH UNDERSTANDING AND THE IMPORTANCE OF THIS JOB SKILL

Degree of Preparation	Boys			Girls			Total		
	N	%*	%**	N	%*	%**	N	%*$_1$	%**
Does Not Apply	86	3.7	3.4	107	4.6	4.2	193	8.2	7.6
Well Prepared	435	18.6	17.1	679	29.0	26.6	1114	47.5	43.7
Adequately Prepared	396	16.9	15.5	524	22.4	20.6	920	39.3	36.1
Poorly Prepared	70	3.0	2.7	46	2.0	1.8	116	5.0	4.6
No Response	1617	--	--	1465	--	--	3082	--	--
Total	2604			2821			5425		

Usefulness of Job Skill	Boys			Girls			Total		
	N	%*	%**	N	%*	%**	N	%*$_2$	%**
Very Useful	344	16.1	13.5	505	23.6	19.8	849	39.6	33.3
Useful	342	16.0	13.4	472	22.0	18.5	814	38.0	31.9
Not Useful	82	3.8	3.2	94	4.4	3.7	176	8.2	6.9
Does Not Apply	122	5.7	4.8	182	8.5	7.1	304	14.2	11.9
No Response	1714	--	--	1568	--	--	3282	--	--
Total	2604			2821			5425		

*Percents based on total number of graduates responding to this question ($*_1$ 2343) ($*_2$ 2143).

**Percents based on total number of graduates responding to Form C 1 of the questionnaire (2548).

Table LXXV summarizes the responses of graduates who specified their amount of preparation in Reading With Understanding.

Table LXXV

SUMMARY OF THE RESPONSE PATTERN OF THE 1967 GRADUATES SPECIFYING THEIR AMOUNT OF PREPARATION IN READING WITH UNDERSTANDING

Amount of Preparation	Boys		Girls		Total	
	N	%*	N	%*	N	%*
Well Prepared	435	48.3	679	54.4	1114	51.8
Adequately Prepared	396	43.9	524	41.9	920	42.8
Poorly Prepared	70	7.8	46	3.7	116	5.4
Total	901		1249		2150	

*Percents based on total number of graduates who specified their amount of preparation (2150).

Approximately 80 percent of the graduates not attending school full-time indicated they were "Well Prepared" or"Adequately Prepared" to read with understanding. Approximately five percent of this group felt they were "Poorly Prepared."

Approximately seven percent indicated that reading with understanding was "Not Useful" on the job and 11.9 percent indicated that this skill "Does Not Apply."

Inference: The high incidence of graduates who indicated they were "Well Prepared" or "Adequately Prepared" should not be interpreted to mean a similar level of proficiency among all graduates. Variations of the level of reading skills required among jobs precludes a direct relationship between responses of the graduates and their competency to read with understanding. In jobs requiring meager preparation, graduates with minimal reading skills may have felt well or adequately prepared. On the other hand, graduates with above average reading competency may have felt "Poorly Prepared" in jobs requiring a high degree of skill in this area. Although further classification was not available from the data, it seems reasonable to assume that the graduates' responses to this question reflected competency, the demands made on their competency, their performance, and their success on the job.

More girls than boys rated themselves adequately or well prepared. These results were consistent with available research that supports a pattern of sex differential in reading.

For some of the graduates who indicated that they were "Poorly Prepared," selected industries provide opportunities to improve their reading skills through in-service and company sponsored educational programs.

Speaking Before Groups.(C-7)

Table LXXVI

SUMMARY OF THE RESPONSE PATTERN OF THE 1967 GRADUATES CONCERNING THEIR PREPARATION IN SPEAKING BEFORE GROUPS AND THE IMPORTANCE OF THIS JOB SKILL

Degree of Preparation	Boys			Girls			Total		
	N	%*	%**	N	%*	%**	N	%*$_1$	%**
Does Not Apply	222	9.4	8.7	303	12.9	11.9	525	22.3	20.6
Well Prepared	160	6.8	6.3	218	9.3	8.6	378	16.1	14.8
Adequately Prepared	343	14.6	13.5	532	22.6	20.9	875	37.2	34.3
Poorly Prepared	264	11.2	10.4	310	13.2	12.2	574	24.4	22.5
No Response	1615	--	--	1458	--	—	3073	--	--
Total	2604			2821			5425		

Usefulness of Job Skill	Boys			Girls			Total		
	N	%*	%**	N	%*	%**	N	%*$_2$	%**
Very Useful	124	5.7	4.9	126	5.8	4.9	250	11.5	9.8
Useful	203	9.4	8.0	267	12.3	10.5	470	21.7	18.4
Not Useful	245	11.3	9.6	350	16.2	13.7	595	27.5	23.4
Does Not Apply	327	15.1	12.8	524	24.2	20.8	851	39.3	33.4
No Response	1705	--	--	1554	--	--	3259	--	--
Total	2604			2821			5425		

Percents based on total number of graduates responding to this question ($_1$ 2352) (*$_2$ 2166).

**Percents based on total number of graduates responding to Form C 1 of the questionnaire (2548).

Table LXXVII summarizes the responses of graduates who specified their amount of preparation in Speaking Before Groups.

Table LXXVII

SUMMARY OF THE RESPONSE PATTERN OF THE 1967 GRADUATES SPECIFYING THEIR AMOUNT OF PREPARATION IN SPEAKING BEFORE GROUPS

Amount of Preparation	Boys		Girls		Total	
	N	%*	N	%*	N	%*
Well Prepared	160	20.9	218	20.6	378	20.7
Adequately Prepared	343	44.7	532	50.2	875	47.9
Poorly Prepared	264	34.4	310	29.2	574	31.4
Total	767		1060		1827	

*Percents based on total number of graduates who specified their amount of preparation (1827).

Approximately 50 percent of all graduates who were not attending school full-time indicated that they were "Well Prepared" or "Adequately Prepared" to speak before groups. More than 20 percent indicated that they felt "Poorly Prepared" in this area. Approximately 20 percent felt that being able to speak before groups was not required in their respective job. A total of 56.8 percent felt the skill was either "Not Useful" or "Did Not Apply," while approximately 28 percent felt this skill was either "Useful" or "Very Useful."

Inference: The large percent of the graduates who indicated the lack of usefulness in this skill may be due to the limited number of opportunities to speak before groups in entry jobs or a natural reluctance to participate in this type of activity. The number of graduates who felt they were "Poorly Prepared" may suggest that students in all subject areas need to be urged to contribute more in oral communications and discussions.

Solving Number Problems. (C-7)

Table LXXVIII

SUMMARY OF THE RESPONSE PATTERN OF THE 1967 GRADUATES CONCERNING THEIR PREPARATION IN SOLVING NUMBER PROBLEMS AND THE IMPORTANCE OF THIS JOB SKILL

Degree of Preparation	Boys			Girls			Total		
	N	%*	%**	N	%*	%**	N	%*$_1$	%**
Does Not Apply	110	4.7	4.3	199	8.5	7.8	309	13.1	12.1
Well Prepared	471	20.0	18.5	538	22.9	21.1	1009	42.9	39.6
Adequately Prepared	368	15.7	14.4	532	22.6	20.9	900	38.3	35.3
Poorly Prepared	45	1.9	1.8	87	3.7	3.4	132	5.6	5.2
No Response	1610	--	--	1465	--	--	3075	--	--
Total	2604			2821			5425		

Usefulness of Job Skill	Boys			Girls			Total		
	N	%*	%**	N	%*	%**	N	%*$_2$	%**
Very Useful	315	14.6	12.4	380	17.6	14.9	695	32.2	27.3
Useful	321	14.9	12.6	378	17.5	14.8	699	32.4	27.4
Not Useful	107	5.0	4.2	181	8.4	7.1	288	13.4	11.3
Does Not Apply	146	6.8	5.7	329	15.3	12.9	475	22.0	18.6
No Response	1715	--	--	1553	--	--	3268	--	--
Total	2604			2821			5425		

Percents based on total number of graduates responding to this question ($_1$ 2350) (*$_2$ 2157).

**Percents based on total number of graduates responding to Form C 1 of the questionnaire (2548).

Table LXXIX

SUMMARY OF THE RESPONSE PATTERN OF THE 1967 GRADUATES SPECIFYING THEIR AMOUNT OF PREPARATION IN SOLVING NUMBER PROBLEMS

Amount of Preparation	Boys		Girls		Total	
	N	%*	N	%*	N	%*
Well Prepared	471	53.3	538	46.5	1009	49.4
Adequately Prepared	368	41.6	532	46.0	900	44.1
Poorly Prepared	45	5.1	87	7.5	132	6.5
Total	884		1157		2041	

*Percents based on total number of graduates who specified their amount of preparation (2041).

Approximately 75 percent of all graduates who are not attending school full-time indicated they were "Well Prepared" or "Adequately Prepared" in solving number problems. Slightly over 12 percent felt this skill did not apply.

More than half of the graduates not attending school full-time felt that the job skill of solving number problems was "Useful" or "Very Useful." Approximately 12 percent indicated that this skill was "Not Useful" in their present job.

Inference: There appears to be a difference between the reactions of the graduates canvassed in this study and the feelings expressed by employers about the graduates' ability to work with numbers. Many employers have expressed a desire for greater proficiency in this skill area. Employers, however, may be basing their opinions on a much larger group including not only graduates but also drop-outs.

Writing Reports, Letters, and Notes. (C-7)

Table LXXX

SUMMARY OF THE RESPONSE PATTERN OF THE 1967 GRADUATES CONCERNING THEIR PREPARATION IN WRITING REPORTS, LETTERS, AND NOTES AND THE IMPORTANCE OF THIS JOB SKILL

Degree of Preparation	Boys			Girls			Total		
	N	%*	%**	N	%*	%**	N	%*$_1$	%**
Does Not Apply	208	8.8	8.2	238	10.1	9.3	446	19.0	17.5
Well Prepared	249	10.6	9.8	486	20.7	19.1	735	31.3	28.8
Adequately Prepared	418	17.8	16.4	556	23.6	21.8	974	41.4	38.2
Poorly Prepared	111	4.7	4.4	86	3.7	3.4	197	8.4	7.7
No Response	1618	--	--	1455	--	--	3073	--	--
Total	2604			2821			5425		

Usefulness of Job Skill	Boys			Girls			Total		
	N	%*	%**	N	%*	%**	N	%*$_2$	%**
Very Useful	182	8.4	7.1	344	15.9	13.5	526	24.4	20.6
Useful	245	11.3	9.6	345	16.0	13.5	590	27.3	23.2
Not Useful	184	8.5	7.2	203	9.4	8.0	387	17.9	15.2
Does Not Apply	284	13.1	11.1	373	17.3	14.6	657	30.4	25.8
No Response	1709	--	--	1556	--	--	3265	--	--
Total	2604			2821			5425		

Percents based on total number of graduates responding to this question ($_1$ 2352) (*$_2$ 2160).

**Percents based on total number of graduates responding to Form C 1 of the questionnaire (2548).

Table LXXXI summarizes the responses of the graduates who specified their amount of preparation in Writing Reports, Letters, and Notes.

Table LXXXI

SUMMARY OF THE RESPONSE PATTERN OF THE 1967 GRADUATES SPECIFYING THEIR AMOUNT OF PREPARATION IN WRITING REPORTS, LETTERS, AND NOTES

Amount of Preparation	Boys		Girls		Total	
	N	%*	N	%*	N	%*
Well Prepared	249	32.0	486	43.1	735	38.6
Adequately Prepared	418	53.7	556	49.3	974	51.1
Poorly Prepared	111	14.3	86	7.6	197	10.3
Total	778		1128		1906	

*Percents based on total number of graduates who specified their amount of preparation (1906).

Among the graduates not attending school full-time, 67 percent indicated they were "Adequately" or "Well Prepared" in writing reports, letters, and notes. Less than eight percent felt "Poorly Prepared."

Approximately 44 percent agreed that this skill was "Useful" or "Very Useful" in their jobs, while 41 percent felt it was "Not Useful" or "Does Not Apply."

Although the girls initially outnumbered the boys in response to this question, the girls substantially outnumbered the boys in their indication of the usefulness of the job skill.

Inference: Not many of the graduates working at entry-level jobs would need to write formal reports, letters, and notes. Therefore, it might be difficult for graduates in these entry-level jobs to assess with any degree of accuracy the usefulness of this job skill. Additionally, some personnel policies which precede hiring tend to place a graduate who is weak in this skill in a position where he would not use it. This may explain in part why the 41 percent of the graduates who were not attending school full-time indicated that these skills were "Not Useful" or "Does Not Apply."

Using school learned business and vocational skills. (C-7)

Table LXXXII

SUMMARY OF THE RESPONSE PATTERN OF THE 1967 GRADUATES CONCERNING THEIR PREPARATION TO USE SCHOOL LEARNED BUSINESS AND VOCATIONAL SKILLS AND THE IMPORTANCE OF THIS JOB SKILL

Degree of Preparation	Boys			Girls			Total		
	N	%*	%**	N	%*	%**	N	%*$_1$	%**
Does Not Apply	278	11.9	10.9	263	11.2	10.3	541	23.1	21.2
Well Prepared	309	13.2	12.1	656	28.0	25.7	965	41.2	37.9
Adequately Prepared	319	13.6	12.5	367	15.7	14.4	686	29.3	26.9
Poorly Prepared	78	3.3	3.1	73	3.1	2.9	151	6.4	5.9
No Response	1620	--	--	1462	--	--	3082	--	--
Total	2604			2821			5425		

Usefulness of Job Skill	Boys			Girls			Total		
	N	%*	%**	N	%*	%**	N	%*$_2$	%**
Very Useful	250	11.6	9.8	574	26.6	22.5	824	38.2	32.3
Useful	249	11.5	9.8	272	12.6	10.7	521	24.1	20.4
Not Useful	108	5.0	4.2	103	4.8	4.0	211	9.8	8.3
Does Not Apply	287	13.3	11.3	315	14.6	12.4	602	27.9	23.6
No Response	1710	--	--	1557	--	--	3267	--	--
Total	2604			2821			5425		

Percents based on total number of graduates responding to this question ($_1$ 2343) (*$_2$ 2158).

**Percents based on total number of graduates responding to Form C 1 of the questionnaire (2548).

Table LXXXIII summarizes the responses of graduates who specified their amount of preparation in Using School Learned Business and Vocational Skills.

Table LXXXIII

SUMMARY OF THE RESPONSE PATTERN OF THE 1967 GRADUATES SPECIFYING THEIR AMOUNT OF PREPARATION IN USING SCHOOL LEARNED BUSINESS AND VOCATIONAL SKILLS

Amount of Preparation	Boys		Girls		Total	
	N	%*	N	%*	N	%*
Well Prepared	309	43.8	656	59.9	965	53.5
Adequately Prepared	319	45.2	367	33.5	686	38.1
Poorly Prepared	78	11.0	73	6.7	151	8.4
Total	706		1096		1802	

*Percents based on total number of graduates who specified their amount of preparation (1802).

Approximately 65 percent of the graduates not attending school full-time indicated they were "Well Prepared" or "Adequately Prepared" in school learned business and vocational skills, while approximately 21 percent indicated that this skill "Does Not Apply."

More than half of the graduates responding to Form C 1 indicated that this skill was "Very Useful" or "Useful" in their jobs. Approximately nine percent felt these skills were "Not Useful."

Inference: It cannot be assumed that the 5.9 percent who completed form C 1 and indicated they were "Poorly Prepared" actually had been enrolled in a business or vocational program. This figure may reflect the discrepancy between the graduate's specific high school preparation and the skills required in his present job.

Table LXXXIV

A SUMMARY OF THE RESPONSE PATTERN IN PERCENTS OF THE 1967 GRADUATES SPECIFYING THEIR AMOUNT OF PREPARATION IN SELECTED JOB SKILLS

Selected Job Skills	Percents* Specifying Amount of Preparation Received			
	Well Prepared	Adequately Prepared	Satisfactorily Prepared**	Poorly Prepared
Preparation in Following Directions	64.1	35.0	99.1	0.8
Preparation in Following Rules & Regulations	64.2	34.2	98.4	1.6
Preparation in Working Well With Others	68.8	29.2	98.0	2.0
Preparation in Thinking & Making Decisions	53.3	42.6	95.9	4.1
Preparation in Reading With Understanding	51.8	42.8	94.6	5.4
Preparation in Speaking Before Groups	20.7	47.9	68.6	31.4
Preparation in Solving Number Problems	49.4	44.1	93.5	6.5
Preparation in Writing Reports, Letters and Notes	38.6	51.1	89.7	10.3
Preparation in Using School Learned Business and Vocational Skills	53.5	38.1	91.6	8.4

*Percents based on number of graduates who specified amount of preparation (see alternate tables, LXVII through LXXXIII).

**The total of "Well Prepared" and "Adequately Prepared."

In Table LXXXIV the percents are based on the total number of graduates who specified the amount of help received from the school in each of the nine listed selected job skills. The categories "Does Not Apply" and "No Response" were eliminated from Table LXXXIV. The percents in the category "Satisfactorily Prepared" are the sums of the percents for "Well Prepared" and "Adequately Prepared" in each of the job skills. Upon reviewing Table LXXXIV, the reader will note that, in general, graduates felt they were "Satisfactorily Prepared" by their schools in all skills, with the possible exception of the "Ability To Speak Before Groups." Any attempt to provide reasons for this possible exception would be conjectural at best, since graduates who indicated they were "Poorly Prepared" were not instructed or permitted to list reasons for their poor preparation.

WHAT EMPLOYMENT BENEFITS HAVE BEEN RECEIVED BY THE GRADUATES AT THEIR PRESENT JOBS? (C-8) Figure 21, page 44, represents graphically the employment benefits graduates received. Multiple responses were permitted in this question.

Table LXXXV

SUMMARY OF THE RESPONSE PATTERN OF THE 1967 GRADUATES CONCERNING EMPLOYMENT BENEFITS AVAILABLE AT THEIR PRESENT JOB

Benefits Available	Boys			Girls			Total		
	N	%*	%**	N	%*	%**	N	%*	%**
Bonus or Incentive Pay	419	2.4	16.4	543	3.1	21.3	962	5.5	37.8
Commission in Addition to Salary	91	0.5	3.6	80	0.5	3.1	171	1.0	6.7
Company Car and/or Expense Accounts	97	0.6	3.8	47	0.3	1.8	144	0.8	5.7
Uniform Provided and/or Maintained	290	1.6	11.4	73	0.4	2.9	363	2.1	14.2
Company Retirement (Pension Plan)	606	3.4	23.8	776	4.4	30.5	1382	7.8	54.2
Nursery for Employees Children	31	0.2	1.2	23	0.1	0.9	54	0.3	2.1
Opportunities for Advancement	779	4.4	30.6	942	5.3	37.0	1721	9.8	67.5
Opportunities for Association or Union Membership	359	2.0	14.1	346	2.0	13.6	705	4.0	27.7
Overtime or Holiday Pay	707	4.0	27.7	1094	6.2	42.9	1801	10.2	70.7
Life Insurance	663	3.8	26.0	886	5.0	34.8	1549	8.8	60.8
Employment Discount	396	2.2	15.5	489	2.8	19.2	885	5.0	34.7
Credit Union	236	1.3	9.3	395	2.2	15.5	631	3.6	24.8
Health Insurance	628	3.6	24.6	908	5.2	35.6	1536	8.7	60.3
Job Security	536	3.0	21.0	687	3.9	27.0	1223	6.9	48.0
Tuition Refund	102	0.6	4.0	103	0.6	4.0	205	1.2	8.0
Meals	209	1.2	8.2	183	1.0	7.2	392	2.2	15.4
Paid Vacation	739	4.2	29.0	1029	5.8	40.4	1768	10.0	69.4
Profit Sharing	99	0.6	3.9	152	0.9	6.0	251	1.4	9.9
Sick Pay	574	3.3	22.5	952	5.4	37.4	1526	8.7	59.9
Tips	71	0.4	2.8	41	0.2	1.6	112	0.6	4.4
Does Not Apply	93	0.5	3.6	146	0.8	5.7	239	1.4	9.4
No Response	1586	--	--	1459	--	--	3045	--	--

*Percents based on total number of responses to the question (17,620).

**Percents based on total number of graduates responding to Form C 1 of the questionnaire (2548).

Of the graduates who completed Form C, more than 50 percent reported that the major employment benefits in their jobs in descending order of frequency, were as follows: "Overtime or Holiday Pay," "Paid Vacation," "Opportunities for Advancement," "Life Insurance," "Health Insurance," "Sick Pay," and "Retirement." The benefits reported by less than 10 percent of the graduates were "Commissions," "Company Car or Expense Account," "Nursery for Employees' Children," "Tuition Refund," "Profit Sharing," and "Tips."

Inference: The fact that job benefits shown in Table LXXXV are extensive raises some pertinent questions which need further study: Are students aware of employee benefits prior to receiving employment? To what extent do employee benefits influence the job selection process? What are the implications for counselors in relation to occupational and vocational information?

WHAT ARE THE EMPLOYMENT EXPECTATIONS OF THE GRADUATES IN FIVE YEARS? (C-9)

Table LXXXVI

SUMMARY OF THE RESPONSE PATTERN OF THE 1967 GRADUATES CONCERNING EMPLOYMENT EXPECTATION IN FIVE YEARS

Employment Expectation	Boys			Girls			Total		
	N	%*	%**	N	%*	%**	N	%*	%**
Self-Employed	34	1.4	1.3	15	0.6	0.6	49	2.0	1.9
Housewife	0	0.0	0.0	491	20.4	19.3	491	20.4	19.3
Full-Time Student	63	2.6	2.5	22	0.9	0.9	85	3.5	3.3
Military Service	195	8.1	7.7	6	0.2	0.2	201	8.4	7.9
To Work for Same Employer/Different Position	331	13.8	13.0	356	14.8	14.0	687	28.6	27.0
To Work for Same Employer/Same Position	33	1.4	1.3	126	5.2	4.9	159	6.6	6.2
To Work for Different Employer/Different Position	224	9.3	8.8	203	8.4	8.0	427	17.8	16.8
To Work for Different Employer/Same Position	44	1.8	1.7	54	2.2	2.1	98	4.1	3.8
Other	109	4.5	4.3	99	4.1	3.9	208	8.6	8.2
No Response	1571	--	--	1449	--	--	3020	--	--
Total	2604			2821			5425		

*Percents based on total number of graduates responding to the question (2405).

**Percents based on total number of graduates responding to Form C 1 of the questionnaire (2548).

Graduates who completed Form C 1 and who indicated they expected to be employed in different positions in 5 years totaled more than 43 percent, while 10 percent indicated they planned to remain in the same positions. Approximately 33 percent of these graduates who completed Form C 1 indicated they expected to be with the same employer, while slightly over 20 percent indicated they planned to work for a different employer. The employment stability cannot be inferred for the remaining graduates.

Inference: Of those graduates who expressed a preference of employers, the majority expected to continue working for their present employer. Therefore, increased attention should be focused upon the graduate's awareness of potential opportunities available in the entry-level jobs under consideration. Further investigation may reveal the extent to which the employer's evaluation of the graduate's success parallels the graduate's evaluation of his success and his future in this job.

IN LIGHT OF FUTURE PLANS, WHAT TRAINING WILL THE GRADUATE NEED TO REACH HIS GOALS? (C-10) Figure 26 on page 52 presents in graphic form the type of training graduates considered necessary to reach their occupational goals.

Table LXXXVII

SUMMARY OF THE RESPONSE PATTERN OF THE 1967 GRADUATES CONCERNING THEIR ANTICIPATED TRAINING NECESSARY TO REACH THEIR OCCUPATIONAL GOALS

Future Plans and Training	Boys			Girls			Total		
	N	%*	%**	N	%*	%**	N	%*	%**
No Formal Training	76	3.5	3.0	508	23.2	19.9	584	26.6	22.9
Apprenticeship	138	6.3	5.4	22	1.0	0.9	160	7.3	6.3
Business or Technical Courses	81	3.7	3.2	159	7.2	6.2	240	10.9	9.4
College Courses Full-Time	123	5.6	4.8	66	3.0	2.6	189	8.6	7.4
College Courses Part-Time	71	3.2	2.8	55	2.5	2.2	126	5.7	4.9
Company On-The-Job Training	231	10.5	9.1	376	17.1	14.8	607	27.7	23.8
Cooperative Work/Study	25	1.1	1.0	33	1.5	1.3	58	2.6	2.3
Correspondence Courses	12	0.5	0.5	10	0.5	0.4	22	1.0	0.9
Informal Courses in Evening School	22	1.0	0.9	47	2.1	1.8	69	3.1	2.7
Military Training	135	6.2	5.3	4	0.2	0.2	139	6.3	5.5
No Response	1690	--	--	1541	--	--	3231	--	--
Total	2604			2821			5425		

*Percents based on total number of graduates responding to this question (2194).

**Percents based on total number of graduates responding to Form C 1 of the questionnaire (2548).

Over 63 percent of the graduates who responded to Form C 1 indicated further training was necessary in order to reach their occupational goal. Approximately 23 percent indicated "No Formal Training" would be necessary. Nearly 14 percent of the graduates did not respond.

Approximately 24 percent of the graduates who responded to Form C 1 gave "Company On-The-Job Training" as their major plan of further training. Over six hundred graduates indicated that some type of formal education would be needed for further training.

Inference: Since graduates plan to utilize various approaches to job related post-high school training, industry in cooperation with school personnel and other community representatives has a shared responsibility in the determination of specific needs and the provision of educational programs, facilities, and funds to meet these needs. Since a sizable number of graduates indicate the need for additional post-high school training, provisions for educational counseling at the post-high school level may be necessary.

IF THE GRADUATES WERE CONTINUING THEIR EDUCATION AND/OR TRAINING, WAS IT RELATED TO THEIR JOB? (C-11)

Table LXXXVIII

SUMMARY OF THE RESPONSE PATTERN OF THE 1967 GRADUATES CONCERNING THEIR CONTINUING JOB RELATED EDUCATION AND/OR TRAINING WHILE WORKING

Continuing Education and/or Training	Boys			Girls			Total		
	N	%*	%**	N	%*	%**	N	%*	%**
Job Related	294	13.4	11.5	193	8.8	7.6	487	22.1	19.1
Not Job Related	198	9.0	7.8	161	7.3	6.3	359	16.3	14.1
Does Not Apply	463	21.0	18.2	892	40.5	35.0	1355	61.6	53.2
No Response	1649	--	--	1575	--	--	3224	--	--
Total	2604			2821			5425		

*Percents based on total number of graduates responding to this question (2201).

**Percents based on total number of graduates responding to Form C 1 of the questionnaire (2548).

Of the graduates who responded to Form C 1, 19.1 percent indicated that their education/formal training was related to their work, while 14.1 percent indicated that it was not related. Over half of the graduates responding indicated this question did not apply.

Although 33 percent of the graduates completing Form C 1 indicated they were continuing their education or continuing their formal training, it is possible that a larger number were receiving informal on-the-job training.

WHAT IS THE INTEREST OF GRADUATES NOT NOW ATTENDING SCHOOL FULL-TIME IN CONTINUING THEIR EDUCATION ON A FULL-TIME BASIS? (C-12, 13a)

Table LXXXIX

SUMMARY OF THE RESPONSE PATTERN OF THE 1967 GRADUATES CONCERNING INTEREST IN CONTINUING THEIR EDUCATION OR TRAINING ON A FULL-TIME BASIS

A. Interested in Full-Time Education or Training	Boys			Girls			Total		
	N	%*	%**	N	%*	%**	N	%*$_1$	%**
Yes	440	18.6	17.3	299	12.6	11.7	739	31.2	29.0
No	371	15.7	14.6	660	27.9	25.9	1031	43.6	40.5
Does Not Apply	193	8.2	7.6	404	17.1	15.9	597	25.2	23.4
No Response	1600	--	--	1458	--	--	3058	--	--
Total	2604			2821			5425		

B. Plans for Full-Time Education or Training	Boys			Girls			Total		
	N	%*	%**	N	%*	%**	N	%*$_2$	%**
Plan to Apply to College, Technical or Trade School	120	22.4	4.7	84	15.7	3.3	204	38.1	8.0
Have Applied to College, Technical or Trade School	20	3.7	0.8	14	2.6	0.5	34	6.3	1.3
Have Been Accepted at College, Technical or Trade School	66	12.3	2.6	32	6.0	1.3	98	18.3	3.8
None of These Apply	95	17.7	3.7	105	19.6	4.1	200	37.3	7.8
No Response	2303	--	--	2586	--	--	4889	--	--
Total	2604			2821			5425		

Percents based on total number of graduates responding to this question ($_1$ 2367) (*$_2$ 536).

**Percents based on total number of graduates responding to Form C 1 of the questionnaire (2548).

When graduates were asked to indicate the extent of their interest in attending school full-time, approximately 41 percent of the graduates who completed Form C 1 marked "No" while 29 percent marked "Yes." About 13 percent of the graduates not attending school full-time indicated they had taken action or made plans for full-time education.

Of the 739 graduates who indicated that they planned for further education or training on a full-time basis, 336 gave the details shown in Part B of Table LXXXIX. In Part B, 132 graduates indicated they had already applied or were accepted by a college, technical, or trade school.

Inference: The response of the 739 graduates who indicated an interest in further education and training on a full-time basis after high school emphasizes a possible need for post-high school counseling services and continuing follow-up studies to determine the number of graduates who eventually realize their educational plans.

WHAT REASONS DID THE GRADUATES EXPRESS FOR NOT CONTINUING THEIR EDUCATION ON A FULL-TIME BASIS? (C-13b) Figure 27, page 54, summarizes reasons given by graduates for not continuing their education on a full-time basis.

Table XC

SUMMARY OF THE RESPONSE PATTERN OF THE 1967 GRADUATES CONCERNING THEIR REASONS FOR NOT CONTINUING THEIR EDUCATION ON A FULL-TIME BASIS

Reasons for Not Continuing	Boys			Girls			Total		
	N	%*	%**	N	%*	%**	N	%*	%**
Insufficient Funds	53	11.0	2.1	77	15.9	3.0	130	26.9	5.1
Not Interested	48	9.9	1.9	36	7.5	1.4	84	17.4	3.3
Cannot Attend School of Choice	7	1.4	0.3	15	3.1	0.6	22	4.6	0.9
Not Required in Chosen Work	42	8.7	1.6	43	8.9	1.7	85	17.6	3.3
Married or Planned Marriage	10	2.1	0.4	38	7.9	1.5	48	9.9	1.9
Military Obligations	98	20.3	3.8	1	0.2	0.0	99	20.5	3.9
Transportation	9	1.9	0.4	6	1.2	0.2	15	3.1	0.6
No Response	2337	--	--	2605	--	--	4942	--	--
Total	2604			2821			5425		

*Percents based on total number of graduates responding to this question (483).

**Percents based on total number of graduates responding to Form C 1 of the questionnaire (2548).

Only those graduates who indicated a positive interest in continuing their education or training on a full-time basis were requested to respond to this question. Of those 739 graduates in this category, 483 actually stated their reason for not continuing their education or training on a full-time basis. Of this group 130 graduates listed "Insufficient Funds," while 99 graduates listed "Military Obligations." Eighty-five graduates indicated that continuing their education was "Not Required in Chosen Work," and 84 indicated they were "Not Interested."

Inference: One hundred thirty graduates listed "Insufficient Funds" as their reason for not continuing in school. The community, industry, government, and the schools have a continuing obligation to help eliminate financial need as an obstacle to the continuation of education. This, of course, does not preclude the importance of parents' planning for the future education of their children.

CHAPTER FOUR -- THE CROSS-COMPARISONS OF SELECTED QUESTIONS

INTRODUCTION

The materials presented in Chapter Four represent correlational type analyses between the response patterns of the same graduates to two questions. As indicated in the Introduction of Chapter One, the responses of the graduates on one particular question were compared with the reactions of the same graduates on a second question. For example, the Follow-Up Committee was interested in analyzing the relationship between the extent of contact with guidance and/or counseling services - Question A-10 - and further interest in these services - Question A-11.

The need to establish a priority in the selection of questions analyzed comparatively became apparent from discussions during workshop sessions and committee meetings and also from the numerous individual requests and responses canvassed from the schools.

The number of cross-comparisons suggested that were of interest and use for various purposes were so numerous that a complete analysis of these would be prohibitive. Consequently, it was necessary to exercise selectivity and limit the number of cross-comparisons included in this chapter of the report. The raw data, however, are available from the Office of Educational Research for persons interested in specific cross-comparisons not included in the report.

In those instances where a cross comparison was made between questions appearing on two different forms a large number of graduates was reported as "no response". For the most part this was the result of the graduate being instructed not to complete a specific form. For example, a graduate who was attending school full-time was directed to complete forms A and B only. Therefore, in all instances where a question appearing on form A was crossed with a question appearing on form C, a full-time student's response to the question taken from form C would be indicated as a no response.

The cross-comparisons selected for analysis seemed to cluster around six topical areas.

First, the relationship between the number of years graduates attended Baltimore County Public Schools and preparation in selected subject areas.

Second, the relationship between interest in post high school guidance services and the:

1. number of counselor contacts
2. occupational status
3. educational status

Third, the relationship between the current educational status of the graduates and the:

1. preparation in selected subject areas
2. kind of schools attended
3. number of hours worked in a week

Fourth, the relationship between items related to post-high school educational training and the:

1. factors influencing the choice of a school
2. choice and kind of a school attended
3. number of schools applied to
4. means of financing an education
5. help received from guidance services in seeking financial aid
6. attendance full-time and/or part-time
7. relationship of present education/training to present work

Fifth, the relationship between advanced standing and the:

1. preparation in selected subject areas
2. credit received for advanced standing in college
3. location of the school attended

Sixth, the relationship between items related to post-high school occupational considerations and the:

1. number of full-time jobs held since graduation
2. degree of preparation in selected job skills
3. level of education required for the present job
4. reasons for leaving jobs
5. status of unemployment
6. advancement in the future
7. weekly gross income with the length of the work week

In each of the tables presented in this chapter of the report, the percents are calculated on the variable that appears across the top of the table and not down the left hand edge of the table.

SECTION I -- COMPARATIVE RESPONSES BETWEEN THE NUMBER OF YEARS OF ATTENDANCE IN BALTIMORE COUNTY PUBLIC SCHOOLS AND PREPARATION IN SELECTED SUBJECT AREAS

The summary analyses of the comparative responses of the graduates to their preparation in selected subject areas and the total number of years of attendance in Baltimore County Public Schools are presented in Tables XCI through CI. A summary table is presented for each of the selected areas of:

YEARS OF ATTENDANCE AND PREPARATION IN ENGLISH. (A-4 AND A-6)

YEARS OF ATTENDANCE AND PREPARATION IN FOREIGN LANGUAGE. (A-4 AND A-6)

YEARS OF ATTENDANCE AND PREPARATION IN SOCIAL STUDIES. (A-4 AND A-6)

YEARS OF ATTENDANCE AND PREPARATION IN SCIENCE. (A-4 AND A-6)

YEARS OF ATTENDANCE AND PREPARATION IN MATHEMATICS. (A-4 AND A-6)

YEARS OF ATTENDANCE AND PREPARATION IN HOME ECONOMICS. (A-4 AND A-6)

YEARS OF ATTENDANCE AND PREPARATION IN VOCATIONAL EDUCATION AND INDUSTRIAL ARTS. (A-4 AND A-6)

YEARS OF ATTENDANCE AND PREPARATION IN BUSINESS EDUCATION. (A-4 AND A-6)

YEARS OF ATTENDANCE AND PREPARATION IN MUSIC. (A-4 AND A-6)

YEARS OF ATTENDANCE AND PREPARATION IN ART. (A-4 AND A-6)

YEARS OF ATTENDANCE AND PREPARATION IN PHYSICAL EDUCATION. (A-4 AND A-6)

YEARS OF ATTENDANCE AND PREPARATION IN ENGLISH. (A-4 and A-6)

Table XCI

SUMMARY OF THE RESPONSES OF 1967 GRADUATES COMPARING NUMBER OF YEARS OF ATTENDANCE IN THE BALTIMORE COUNTY PUBLIC SCHOOLS WITH PREPARATION IN ENGLISH

Number of Years Attended In Baltimore County Public Schools	Degree of Preparation in ENGLISH			
	Subject Not Taken (33)*	Well Prepared (1911)*	Adequately Prepared (2584)*	Poorly Prepared (721)*
1 year or less	2 6.1	45 2.4	52 2.0	14 1.9
2 years	2 6.1	72 3.8	88 3.4	27 3.7
3 years	2 6.1	98 5.1	117 4.5	30 4.2
4 years	4 12.1	129 6.8	220 8.5	57 7.9
5 years	1 3.0	64 3.3	58 2.2	24 3.3
6 years	1 3.0	80 4.2	99 3.8	39 5.4
7-9 years	4 12.1	146 7.6	212 8.2	65 9.0
10-11 years	1 3.0	94 4.9	125 4.8	47 6.5
12 or more years	16** 48.5	1147** 60.0	1572** 60.8	402** 55.8
No Response	0 0.0	36 1.9	41 1.6	16 2.2

*Base for the percents in each column is placed within parentheses just below the column heading.

**In each cell the top number is the number of graduates. Below each number is a corresponding percent based on the total number of graduates in the category at the top of the column where the number exists.

Note: This table does not include 176 graduates who did not respond to the question concerning preparation.

YEARS OF ATTENDANCE AND PREPARATION IN FOREIGN LANGUAGE. (A-4 and A-6)

Table XCII

SUMMARY OF THE RESPONSES OF 1967 GRADUATES COMPARING NUMBER OF YEARS OF ATTENDANCE IN THE BALTIMORE COUNTY PUBLIC SCHOOLS WITH PREPARATION IN FOREIGN LANGUAGE

	Degree of Preparation in FOREIGN LANGUAGE			
Number of Years Attended In Baltimore County Public Schools	Subject Not Taken (1870)*	Well Prepared (744)*	Adequately Prepared (1619)*	Poorly Prepared (896)*
1 year or less	50 2.7	15 2.0	29 1.8	18 2.0
2 years	60 3.2	31 4.2	69 4.3	26 2.9
3 years	52 2.8	35 4.7	101 6.2	55 6.1
4 years	152 8.1	49 6.6	125 7.7	74 8.3
5 years	51 2.7	24 3.2	43 2.7	28 3.1
6 years	56 3.0	43 5.8	77 4.8	40 4.5
7-9 years	118 6.3	70 9.4	144 8.9	86 9.6
10-11 years	83 4.4	50 6.7	81 5.0	52 5.8
12 or more years	1212** 64.8	414** 55.6	931** 57.5	500** 55.8
No Response	36 1.9	13 1.7	19 1.2	17 1.9

*Base for the percents in each column is placed within parentheses just below the column heading.

**In each cell the top number is the number of graduates. Below each number is a corresponding percent based on the total number of graduates in the category at the top of the column where the number exists.

Note: This table does not include 296 graduates who did not respond to the question concerning preparation.

YEARS OF ATTENDANCE AND PREPARATION IN SOCIAL STUDIES. (A-4 and A-6)

Table XCIII

SUMMARY OF THE RESPONSES OF 1967 GRADUATES COMPARING NUMBER OF YEARS OF ATTENDANCE IN THE BALTIMORE COUNTY PUBLIC SCHOOLS WITH PREPARATION IN SOCIAL STUDIES

	Degree of Preparation in SOCIAL STUDIES			
Number of Years Attended In Baltimore County Public Schools	Subject Not Taken (84)*	Well Prepared (2155)*	Adequately Prepared (2664)*	Poorly Prepared (297)*
1 year or less	2 2.4	48 2.2	59 2.2	3 1.0
2 years	7 8.3	70 3.2	98 3.7	11 3.7
3 years	4 4.8	105 4.9	124 4.7	11 3.7
4 years	2 2.4	150 7.0	220 8.3	35 11.8
5 years	1 1.2	60 2.8	76 2.9	11 3.7
6 years	0 0.0	95 4.4	107 4.0	15 5.1
7-9 years	11 13.1	168 7.8	227 8.5	18 6.1
10-11 years	7 8.3	125 5.8	128 4.8	7 2.4
12 or more years	49** 58.3	1294** 60.0	1584** 59.5	179** 60.3
No Response	1 1.2	40 1.9	41 1.5	7 2.4

*Base for the percents in each column is placed within parentheses just below the column heading.

**In each cell the top number is the number of graduates. Below each number is a corresponding percent based on the total number of graduates in the category at the top of the column where the number exists.

Note: This table does not include 225 graduates who did not respond to the question concerning preparation.

YEARS OF ATTENDANCE AND PREPARATION IN SCIENCE. (A-4 and A-6)

Table XCIV

SUMMARY OF THE RESPONSES OF 1967 GRADUATES COMPARING NUMBER OF YEARS OF ATTENDANCE IN THE BALTIMORE COUNTY PUBLIC SCHOOLS WITH PREPARATION IN SCIENCE

Number of Years Attended In Baltimore County Public Schools	Degree of Preparation in SCIENCE			
	Subject Not Taken (367)*	Well Prepared (1435)*	Adequately Prepared (2741)*	Poorly Prepared (609)*
1 year or less	27 7.4	28 2.0	48 1.8	10 1.6
2 years	19 5.2	41 2.9	95 3.5	27 4.4
3 years	8 2.2	63 4.4	135 4.9	37 6.1
4 years	25 6.8	100 7.0	222 8.1	56 9.2
5 years	7 1.9	37 2.6	83 3.0	19 3.1
6 years	12 3.3	70 4.9	116 4.2	19 3.1
7-9 years	24 6.5	114 7.9	229 8.4	52 8.5
10-11 years	15 4.1	78 5.4	133 4.9	40 6.6
12 or more years	223** 60.8	873** 60.8	1641** 59.9	338** 55.5
No Response	7 1.9	31 2.2	39 1.4	11 1.8

*Base for the percents in each column is placed within parentheses just below the column heading.

**In each cell the top number is the number of graduates. Below each number is a corresponding percent based on the total number of graduates in the category at the top of the column where the number exists.

Note: This table does not include 273 graduates who did not respond to the question concerning preparation.

YEARS OF ATTENDANCE AND PREPARATION IN MATHEMATICS. (A-4 and A-6)

Table XCV

SUMMARY OF THE RESPONSES OF 1967 GRADUATES COMPARING NUMBER OF YEARS OF ATTENDANCE IN THE BALTIMORE COUNTY PUBLIC SCHOOLS WITH PREPARATION IN MATHEMATICS

Number of Years Attended In Baltimore County Public Schools	Degree of Preparation in MATHEMATICS			
	Subject Not Taken (263)*	Well Prepared (2186)*	Adequately Prepared (2186)*	Poorly Prepared (564)*
1 year or less	25 9.5	44 2.0	37 1.7	7 1.2
2 years	13 4.9	67 3.1	82 3.8	25 4.4
3 years	7 2.7	82 3.8	120 5.5	37 6.6
4 years	19 7.2	177 8.1	166 7.6	47 8.3
5 years	6 2.3	64 2.9	59 2.7	15 2.7
6 years	11 4.2	105 4.8	88 4.0	12 2.1
7-9 years	22 8.4	177 8.1	179 8.2	46 8.2
10-11 years	13 4.9	124 5.7	100 4.6	32 5.7
12 or more years	142** 54.0	1313** 60.1	1314** 60.1	334** 59.2
No Response	5 1.9	33 1.5	41 1.9	9 1.6

*Base for the percents in each column is placed within parentheses just below the column heading.

**In each cell the top number is the number of graduates. Below each number is a corresponding percent based on the total number of graduates in the category at the top of the column where the number exists.

Note: This table does not include 226 graduates who did not respond to the question concerning preparation.

YEARS OF ATTENDANCE AND PREPARATION IN HOME ECONOMICS.
(A-4 and A-6)

Table XCVI

SUMMARY OF THE RESPONSES OF 1967 GRADUATES COMPARING NUMBER OF YEARS OF ATTENDANCE IN THE BALTIMORE COUNTY PUBLIC SCHOOLS WITH PREPARATION IN HOME ECONOMICS

Number of Years Attended In Baltimore County Public Schools	Degree of Preparation in HOME ECONOMICS			
	Subject Not Taken (3022)*	Well Prepared (943)*	Adequately Prepared (887)*	Poorly Prepared (101)*
1 year or less	86 2.8	8 0.8	15 1.7	1 1.0
2 years	127 4.2	25 2.7	25 2.8	4 4.0
3 years	151 5.0	33 3.5	44 5.0	4 4.0
4 years	235 7.8	75 8.0	72 8.1	11 10.9
5 years	93 3.1	21 2.2	28 3.2	3 3.0
6 years	129 4.3	41 4.3	40 4.5	3 3.0
7-9 years	241 8.0	70 7.4	73 8.2	7 6.9
10-11 years	166 5.5	37 3.9	45 5.1	5 5.0
12 or more years	1741** 57.6	619** 65.6	534** 60.2	59** 58.4
No Response	53 1.8	14 1.5	11 1.2	4 4.0

*Base for the percents in each column is placed within parentheses just below the column heading.

**In each cell the top number is the number of graduates. Below each number is a corresponding percent based on the total number of graduates in the category at the top of the column where the number exists.

Note: This table does not include 472 graduates who did not respond to the question concerning preparation.

YEARS OF ATTENDANCE AND PREPARATION IN VOCATIONAL EDUCATION AND INDUSTRIAL ARTS. (A-4 and A-6)

Table XCVII

SUMMARY OF THE RESPONSES OF 1967 GRADUATES COMPARING NUMBER OF YEARS OF ATTENDANCE IN THE BALTIMORE COUNTY PUBLIC SCHOOLS WITH PREPARATION IN VOCATIONAL EDUCATION AND INDUSTRIAL ARTS

Number of Years Attended In Baltimore County Public Schools	Degree of Preparation in VOCATIONAL EDUCATION AND INDUSTRIAL ARTS			
	Subject Not Taken (3326)*	Well Prepared (818)*	Adequately Prepared (700)*	Poorly Prepared (170)*
1 year or less	85 2.6	11 1.3	9 1.3	5 2.9
2 years	144 4.3	9 1.1	25 3.6	4 2.4
3 years	177 5.3	17 2.1	27 3.9	9 5.3
4 years	262 7.9	64 7.8	53 7.6	13 7.6
5 years	101 3.0	26 3.2	14 2.0	4 2.4
6 years	151 4.5	28 3.4	27 3.9	8 4.7
7-9 years	272 8.2	50 6.1	69 9.9	12 7.1
10-11 years	170 5.1	41 5.0	39 5.6	6 3.5
12 or more years	1920** 57.7	553** 67.6	423** 60.4	101** 59.4
No Response	44 1.3	19 2.3	14 2.0	8 4.7

*Base for the percents in each column is placed within parentheses just below the column heading.

**In each cell the top number is the number of graduates. Below each number is a corresponding percent based on the total number of graduates in the category at the top of the column where the number exists.

Note: This table does not include 411 graduates who did not respond to the question concerning preparation.

YEARS OF ATTENDANCE AND PREPARATION IN BUSINESS EDUCATION. (A-4 and A-6)

Table XCVIII

SUMMARY OF THE RESPONSES OF 1967 GRADUATES COMPARING NUMBER OF YEARS OF ATTENDANCE IN THE BALTIMORE COUNTY PUBLIC SCHOOLS WITH PREPARATION IN BUSINESS EDUCATION

Number of Years Attended In Baltimore County Public Schools	Degree of Preparation in BUSINESS EDUCATION			
	Subject Not Taken (3111)*	Well Prepared (1036)*	Adequately Prepared (707)*	Poorly Prepared (175)*
1 year or less	77 2.5	19 1.8	11 1.6	5 2.9
2 years	125 4.0	28 2.7	22 3.1	8 4.6
3 years	149 4.8	38 3.7	40 5.7	8 4.6
4 years	227 7.3	98 9.5	60 8.5	13 7.4
5 years	92 3.0	32 3.1	18 2.5	3 1.7
6 years	147 4.7	34 3.3	24 3.4	6 3.4
7-9 years	271 8.7	60 5.8	53 7.5	17 9.7
10-11 years	179 5.8	39 3.8	27 3.8	8 4.6
12 or more years	1798** 57.8	668** 64.5	436** 61.7	99** 56.6
No Response	46 1.5	20 1.9	16 2.3	8 4.6

*Base for the percents in each column is placed within parentheses just below the column heading.

**In each cell the top number is the number of graduates. Below each number is a corresponding percent based on the total number of graduates in the category at the top of the column where the number exists.

Note: This table does not include 396 graduates who did not respond to the question concerning preparation.

YEARS OF ATTENDANCE AND PREPARATION IN MUSIC. (A-4 and A-6)

Table XCIX

SUMMARY OF THE RESPONSES OF 1967 GRADUATES COMPARING NUMBER OF YEARS OF ATTENDANCE IN THE BALTIMORE COUNTY PUBLIC SCHOOLS WITH PREPARATION IN MUSIC

Number of Years Attended In Baltimore County Public Schools	Degree of Preparation in MUSIC			
	Subject Not Taken (3151)*	Well Prepared (772)*	Adequately Prepared (940)*	Poorly Prepared (177)*
1 year or less	83 2.6	12 1.6	14 1.5	3 1.7
2 years	141 4.5	10 1.3	25 2.7	9 5.1
3 years	169 5.4	21 2.7	31 3.3	6 3.4
4 years	292 9.3	40 5.2	52 5.5	11 6.2
5 years	97 3.1	18 2.3	25 2.7	6 3.4
6 years	122 3.9	36 4.7	45 4.8	10 5.6
7-9 years	243 7.7	55 7.1	87 9.3	15 8.5
10-11 years	150 4.8	47 6.1	50 5.3	9 5.1
12 or more years	1803** 57.2	521** 67.5	595** 63.3	101** 57.1
No Response	51 1.6	12 1.6	16 1.7	7 4.0

*Base for the percents in each column is placed within parentheses just below the column heading.

**In each cell the top number is the number of graduates. Below each number is a corresponding percent based on the total number of graduates in the category at the top of the column where the number exists.

Note: This table does not include 385 graduates who did not respond to the question concerning preparation.

YEARS OF ATTENDANCE AND PREPARATION IN ART. (A-4 and A-6)

Table C

SUMMARY OF THE RESPONSES OF 1967 GRADUATES COMPARING NUMBER OF YEARS OF ATTENDANCE IN THE BALTIMORE COUNTY PUBLIC SCHOOLS WITH PREPARATION IN ART

Number of Years Attended In Baltimore County Public Schools	Degree of Preparation in ART			
	Subject Not Taken (3474)*	Well Prepared (532)*	Adequately Prepared (838)*	Poorly Prepared (181)*
1 year or less	83 2.4	11 2.1	12 1.4	5 2.8
2 years	147 4.2	13 2.4	20 2.4	4 2.2
3 years	171 4.9	31 5.8	23 2.7	4 2.2
4 years	307 8.8	29 5.5	47 5.6	10 5.5
5 years	109 3.1	11 2.1	18 2.1	8 4.4
6 years	147 4.2	16 3.0	41 4.9	10 5.5
7-9 years	264 7.6	37 7.0	77 9.2	15 8.3
10-11 years	173 5.0	30 5.6	49 5.8	7 3.9
12 or more years	2020** 58.1	346** 65.0	535** 63.8	111** 61.3
No Response	53 1.5	8 1.5	16 1.9	7 3.9

*Base for the percents in each column is placed within parentheses just below the column heading.

**In each cell the top number is the number of graduates. Below each number is a corresponding percent based on the total number of graduates in the category at the top of the column where the number exists.

Note: This table does not include 400 graduates who did not respond to the question concerning preparation.

YEARS OF ATTENDANCE AND PREPARATION IN PHYSICAL EDUCATION. (A-4 and A-6)

Table CI

SUMMARY OF THE RESPONSES OF 1967 GRADUATES COMPARING NUMBER OF YEARS OF ATTENDANCE IN THE BALTIMORE COUNTY PUBLIC SCHOOLS WITH PREPARATION IN PHYSICAL EDUCATION

Number of Years Attended In Baltimore County Public Schools	Degree of Preparation in PHYSICAL EDUCATION			
	Subject Not Taken (156)*	Well Prepared (2608)*	Adequately Prepared (2233)*	Poorly Prepared (200)*
1 year or less	4 2.6	45 1.7	60 2.7	4 2.0
2 years	5 3.2	81 3.1	98 4.4	4 2.0
3 years	6 3.8	99 3.8	129 5.8	9 4.5
4 years	14 9.0	199 7.6	175 7.8	19 9.5
5 years	5 3.2	73 2.8	60 2.7	8 4.0
6 years	6 3.8	91 3.5	108 4.8	11 5.5
7-9 years	14 9.0	208 8.0	183 8.2	13 6.5
10-11 years	5 3.2	144 5.5	108 4.8	11 5.5
12 or more years	93** 59.6	1622** 62.2	1278** 57.2	115** 57.5
No Response	4 2.6	46 1.8	34 1.5	6 3.0

*Base for the percents in each column is placed within parentheses just below the column heading.

**In each cell the top number is the number of graduates. Below each number is a corresponding percent based on the total number of graduates in the category at the top of the column where the number exists.

Note: This table does not include 228 graduates who did not respond to the question concerning preparation.

SUMMARY Among those graduates who attended Baltimore County Public Schools for 12 or more years, the large majority of those who took the specific courses and who responded to the question indicated that they were "adequately" or "well prepared" for each of the subject areas. However, the large majority of graduates responding who attended Baltimore County Public Schools for less than 12 years and who took the specific course also indicated they were also "adequately" or "well prepared". Therefore, it can not be concluded that a full 12 year program in Baltimore County Schools produced a higher degree of preparation in specific subject matter areas.

For a fuller and more detailed analysis of the basic data, see pages 62 through 91.

SECTION II - COMPARATIVE RESPONSES BETWEEN INTEREST IN POST HIGH SCHOOL GUIDANCE SERVICES AND THE NUMBER OF COUNSELOR CONTACTS, OCCUPATIONAL STATUS, AND EDUCATIONAL STATUS

The summaries of the responses of the graduates comparing their interest in post high school guidance services and the number of counselor contacts, the occupational status and the educational status are presented in Tables CII, CIII, CIV, and CV.

INTEREST IN POST HIGH SCHOOL GUIDANCE SERVICES AND THE NUMBER OF COUNSELOR CONTACTS. (A-11 and A-9)

Table CII

SUMMARY OF THE RESPONSE PATTERN OF 1967 GRADUATES COMPARING INTEREST IN POST HIGH SCHOOL GUIDANCE SERVICES WITH NUMBER OF INDIVIDUAL OR SMALL GROUP COUNSELOR CONTACTS DURING THE LAST THREE YEARS OF HIGH SCHOOL

Guidance Service Desired	Number of Individual or Small Group Counselor Contacts		
	0 (288)*	4-6 (1576)*	11 or more (616)*
Educational Counseling	54 18.8	593 37.6	269 43.7
Personal Counseling	14 4.9	117 7.4	74 12.0
Vocational Counseling	39** 13.5	298** 18.9	94** 15.3
No Response	18 6.3	87 5.5	34 5.5

*Base for the percents in each column is placed within parentheses just below the column heading.

**In each cell the top number is the number of graduates. Below each number is a corresponding percent based on the total number of graduates in the category at the top of the column where the number exists.

Note: This table does not include 366 graduates who did not respond to the question concerning number of individual or small group counselor contacts.

The data indicate that the interest of the graduates in various categories of post high school guidance services varies with the number of individual or small group counseling contacts in high school. Greatest interest in post high school educational counseling was shown by the 593 graduates who indicated 4-6 previous high school counselor contacts. This number of graduates (593) represents 37.6 percent of a base of 1576 responding graduates. By contrast 18.8 percent or 54 graduates (on a base of only 288), who had had no counselor contacts, requested post high school educational counseling.

INTEREST IN POST HIGH SCHOOL GUIDANCE SERVICES AND OCCUPATIONAL STATUS. (A-11 and A-7)

Table CIII

SUMMARY OF THE RESPONSE PATTERN OF 1967 GRADUATES COMPARING PRESENT OCCUPATIONAL STATUS WITH INTEREST IN POST HIGH SCHOOL GUIDANCE SERVICES

Present Occupational Status	Interest in Post High School Guidance Services			
	Educational Counseling (1819)*	Personal Counseling (412)*	Vocational Counseling (932)*	Not Interested (1782)*
Not Employed - Seeking Work	109 6.0	32 7.8	65 7.0	107 6.0
Not Employed - Not Seeking Work	887 48.8	118 28.6	209 22.4	548 30.8
Employed (1-10 hours)	89 4.9	11 2.7	24 2.6	42 2.4
Employed (11-20 hours)	170 9.3	18 4.4	46 4.9	78 4.4
Employed (21-34 hours)	87 4.8	18 4.4	36 3.9	60 3.4
Employed (35-40 hours)	290 15.9	134 32.5	371 39.8	661 37.1
Employed (41-more hours)	92** 5.1	45** 10.9	113** 12.1	156** 8.8

*Base for the percents in each column is placed within parentheses just below the column heading.

**In each cell the top number is the number of graduates. Below each number is a corresponding percent based on the total number of graduates in the category at the top of the column where the number exists.

Note: This table does not include 480 graduates who did not respond to the question concerning interests in post high school guidance services.

The data indicate that the "not employed - not seeking work group" (including those attending school full-time) expressed the greatest interest in post high school counseling. A substantial number of those employed 35-40 hours per week also requested post high school guidance services. A difference did exist in the nature of the requests of the two groups - the former emphasized educational counseling and the latter requested vocational counseling most frequently.

INTEREST IN POST HIGH SCHOOL GUIDANCE SERVICES AND EDUCATIONAL STATUS. (A-11 and A-10)

Table CIV

SUMMARY OF THE RESPONSE PATTERN OF 1967 GRADUATES COMPARING EDUCATIONAL STATUS WITH INTEREST IN POST HIGH SCHOOL GUIDANCE SERVICES

Educational Status	Interest in Post High School Guidance Service			
	Educational Counseling (1819)*	Personal Counseling (412)*	Vocational Counseling (932)*	Not Interested (1782)*
Attending School Full-Time	1313 72.2	176 42.7	342 36.7	751 42.1
Attending School Part-Time	55 3.0	22 5.3	53 5.7	85 4.8
Not Attending School	379** 20.8	200** 48.5	503** 54.0	885** 49.7
No Response	72 4.0	14 3.4	34 3.6	61 3.4

Note: This table does not include 480 graduates who did not respond to the question concerning interest in post high school guidance service.

Table CV

SUMMARY OF THE RESPONSE PATTERN OF 1967 GRADUATES COMPARING INTEREST IN POST HIGH SCHOOL GUIDANCE SERVICES WITH EDUCATIONAL STATUS

Interest In Post High School Guidance Service	Educational Status		
	Attending School Full-Time (2717)*	Attending School Part-Time (241)*	Not Attending School (2139)*
Educational Counseling	1313 48.3	55 22.8	379 17.7
Personal Counseling	176 6.5	22 9.1	200 9.4
Vocational Counseling	342 12.6	53 22.0	503 23.5
Not Interested	751** 27.6	85** 35.3	885** 41.4
No Response	135 5.0	26 10.8	172 8.0

Note: This table does not include 328 graduates who did not respond to the question concerning educational status.

*Base for the percents in each column is placed within parentheses just below the column heading.

**In each cell the top number is the number of graduates. Below each number is a corresponding percent based on the total number of graduates in the category at the top of the column where the number exists.

SUMMARY The data indicate that interest in post high school educational counseling is greatest among the graduates currently attending school full-time. The graduates not attending school also exhibited a substantial interest in the areas of personal and vocational counseling compared to those in school full-time. On a percent based on their total numbers, the small number of graduates (241) attending school part-time expressed a larger degree of interest in vocational and educational counseling than their numbers alone would indicate. (See Table CV)

SECTION III -- COMPARATIVE RESPONSES BETWEEN EDUCATIONAL STATUS AND PREPARATION IN SELECTED SUBJECT AREAS, THE KIND OF SCHOOL ATTENDED, AND HOURS WORKED PER WEEK

Summaries of the responses of the graduates to the educational status and preparation in selected subject areas, the kind of school attended and the hours worked per week are presented in Tables CVI through CXVI, Table CXVII and Table CXVIII.

EDUCATIONAL STATUS AND PREPARATION IN SELECTED SUBJECT AREAS. (A-10 and A-6)

The analyses of preparation in selected subject areas are reported in two parts; the first part includes those subject areas taken by a majority of the graduates - English, foreign language, social studies, science, mathematics, and physical education. The second part includes the data for the subject areas - home economics, vocational education and industrial arts, business education, music and art - which were taken by a lesser number of graduates.

EDUCATIONAL STATUS AND PREPARATION IN ENGLISH. (A-10 and A-6)

Table CVI

SUMMARY OF THE RESPONSES OF 1967 GRADUATES COMPARING PREPARATION IN ENGLISH WITH CURRENT EDUCATIONAL STATUS

	CURRENT EDUCATIONAL STATUS			
Degree of Preparation in ENGLISH	No Response N (328)*	Attending School Full-Time N (2717)*	Attending School Part-Time N (241)*	Not Attending School N (2139)*
Subject Not Taken	1 0.3	24 0.9	0 0.0	8 0.4
Well Prepared	93 28.4	985 36.3	87 36.1	746 34.9
Adequately Prepared	126 38.4	1181 43.5	118 49.0	1159 54.2
Poorly Prepared	47** 14.3	492** 18.1	28** 11.6	154** 7.2
No Response	61 18.6	35 1.3	8 3.3	72 3.4

*Base for the percents in each column is placed within parentheses just below the column heading.

**In each cell the top number is the number of graduates. Below each number is a corresponding percent based on the total number of graduates in the category at the top of the column where the number exists.

EDUCATIONAL STATUS AND PREPARATION IN FOREIGN LANGUAGE.
(A-10 and A-6)

Table CVII

SUMMARY OF THE RESPONSES OF 1967 GRADUATES COMPARING
PREPARATION IN FOREIGN LANGUAGE
WITH CURRENT EDUCATIONAL STATUS

Degree of Preparation in FOREIGN LANGUAGE	CURRENT EDUCATIONAL STATUS			
	No Response N (328)*	Attending School Full-Time N (2717)*	Attending School Part-Time N (241)*	Not Attending School N (2139)*
Subject Not Taken	106 32.3	404 14.9	109 45.2	1251 58.5
Well Prepared	30 9.1	535 19.7	29 12.0	150 7.0
Adequately Prepared	72 22.0	1113 41.0	55 22.8	379 17.7
Poorly Prepared	43** 13.1	600** 22.1	38** 15.8	215** 10.1
No Response	77 23.5	65 2.4	10 4.1	144 6.7

*Base for the percents in each column is placed within parentheses just below the column heading.

**In each cell the top number is the number of graduates. Below each number is a corresponding percent based on the total number of graduates in the category at the top of the column where the number exists.

EDUCATIONAL STATUS AND PREPARATION IN SOCIAL STUDIES.
(A-10 and A-6)

Table CVIII

SUMMARY OF THE RESPONSES OF 1967 GRADUATES COMPARING
PREPARATION IN SOCIAL STUDIES
WITH CURRENT EDUCATIONAL STATUS

	CURRENT EDUCATIONAL STATUS			
Degree of Preparation in SOCIAL STUDIES	No Response N (328)*	Attending School Full-Time N (2717)*	Attending School Part-Time N (241)*	Not Attending School N (2139)*
Subject Not Taken	2 0.6	73 2.7	1 0.4	8 0.4
Well Prepared	100 30.5	1194 43.9	100 41.5	761 35.6
Adequately Prepared	144 43.9	1270 46.7	119 49.4	1131 52.9
Poorly Prepared	16** 4.9	127** 4.7	15** 6.2	139** 6.5
No Response	66 20.1	53 2.0	6 2.5	100 4.7

*Base for the percents in each column is placed within parentheses just below the column heading.

**In each cell the top number is the number of graduates. Below each number is a corresponding percent based on the total number of graduates in the category at the top of the column where the number exists.

EDUCATIONAL STATUS AND PREPARATION IN SCIENCE. (A-10 and A-6)

Table CIX

SUMMARY OF THE RESPONSES OF 1967 GRADUATES COMPARING
PREPARATION IN SCIENCE
WITH CURRENT EDUCATIONAL STATUS

	CURRENT EDUCATIONAL STATUS			
Degree of Preparation in SCIENCE	No Response N (328)*	Attending School Full-Time N (2717)*	Attending School Part-Time N (241)*	Not Attending School N (2139)*
Subject Not Taken	15	105	19	228
	4.6	3.9	7.9	10.7
Well Prepared	77	827	77	454
	23.5	30.4	32.0	21.2
Adequately Prepared	138	1343	114	1146
	42.1	49.4	47.3	53.6
Poorly Prepared	26**	377**	24**	182**
	7.9	13.9	10.0	8.5
No Response	72	65	7	129
	22.0	2.4	2.9	6.0

*Base for the percents in each column is placed within parentheses just below the column heading.

**In each cell the top number is the number of graduates. Below each number is a corresponding percent based on the total number of graduates in the category at the top of the column where the number exists.

EDUCATIONAL STATUS AND PREPARATION IN MATHEMATICS. (A-10 and A-6)

Table CX

SUMMARY OF THE RESPONSES OF 1967 GRADUATES COMPARING
PREPARATION IN MATHEMATICS
WITH CURRENT EDUCATIONAL STATUS

Degree of Preparation in MATHEMATICS	CURRENT EDUCATIONAL STATUS			
	No Response N (328)*	Attending School Full-Time N (2717)*	Attending School Part-Time N (241)*	Not Attending School N (2139)*
Subject Not Taken	9 2.7	108 4.0	7 2.9	139 6.5
Well Prepared	105 32.0	1184 43.6	101 41.9	796 37.2
Adequately Prepared	117 35.7	1040 38.3	93 38.6	936 43.8
Poorly Prepared	28** 8.5	334** 12.3	34** 14.1	168** 7.9
No Response	69 21.0	51 1.9	6 2.5	100 4.7

*Base for the percents in each column is placed within parentheses just below the column heading.

**In each cell the top number is the number of graduates. Below each number is a corresponding percent based on the total number of graduates in the category at the top of the column where the number exists.

EDUCATIONAL STATUS AND PREPARATION IN PHYSICAL EDUCATION.
(A-10 and A-6)

Table CXI

SUMMARY OF THE RESPONSES OF 1967 GRADUATES COMPARING PREPARATION IN PHYSICAL EDUCATION WITH CURRENT EDUCATIONAL STATUS

Degree of Preparation in PHYSICAL EDUCATION	CURRENT EDUCATIONAL STATUS			
	No Response N (328)*	Attending School Full-Time N (2717)*	Attending School Part-Time N (241)*	Not Attending School N (2139)*
Subject Not Taken	11 3.4	79 2.9	7 2.9	59 2.8
Well Prepared	136 41.5	1327 48.8	135 56.0	1010 47.2
Adequately Prepared	102 31.1	1179 43.4	76 31.5	876 41.0
Poorly Prepared	10** 3.0	75** 2.8	17** 7.1	98** 4.6
No Response	69 21.0	57 2.1	6 2.5	96 4.5

*Base for the percents in each column is placed within parentheses just below the column heading.

**In each cell the top number is the number of graduates. Below each number is a corresponding percent based on the total number of graduates in the category at the top of the column where the number exists.

EDUCATIONAL STATUS AND PREPARATION IN HOME ECONOMICS.
(A-10 and A-6)

Table CXII

SUMMARY OF THE RESPONSES OF 1967 GRADUATES COMPARING PREPARATION IN HOME ECONOMICS WITH CURRENT EDUCATIONAL STATUS

Degree of Preparation in HOME ECONOMICS	CURRENT EDUCATIONAL STATUS			
	No Response N (328)*	Attending School Full-Time N (2717)*	Attending School Part-Time N (241)*	Not Attending School N (2139)*
Subject Not Taken	160 48.8	1727 63.6	152 63.1	983 46.0
Well Prepared	41 12.5	333 12.3	37 15.4	532 24.9
Adequately Prepared	30 9.1	438 16.1	28 11.6	391 18.3
Poorly Prepared	7** 2.1	48** 1.8	2** 0.8	44** 2.1
No Response	90 27.4	171 6.3	22 9.1	189 8.8

*Base for the percents in each column is placed within parentheses just below the column heading.

**In each cell the top number is the number of graduates. Below each number is a corresponding percent based on the total number of graduates in the category at the top of the column where the number exists.

EDUCATIONAL STATUS AND PREPARATION IN VOCATIONAL EDUCATION AND INDUSTRIAL ARTS. (A-10 and A-6)

Table CXIII

SUMMARY OF THE RESPONSES OF 1967 GRADUATES COMPARING PREPARATION IN VOCATIONAL EDUCATION AND INDUSTRIAL ARTS WITH CURRENT EDUCATIONAL STATUS

Degree of Preparation in VOCATIONAL EDUCATION AND INDUSTRIAL ARTS	CURRENT EDUCATIONAL STATUS			
	No Response N (328)*	Attending School Full-Time N (2717)*	Attending School Part-Time N (241)*	Not Attending School N (2139)*
Subject Not Taken	139 42.4	1848 68.0	119 49.4	1220 57.0
Well Prepared	51 15.5	282 10.4	69 28.6	416 19.4
Adequately Prepared	44 13.4	347 12.8	37 15.4	272 12.7
Poorly Prepared	9** 2.7	82** 3.0	7** 2.9	72** 3.4
No Response	85 25.9	158 5.8	9 3.7	159 7.4

*Base for the percents in each column is placed within parentheses just below the column heading.

**In each cell the top number is the number of graduates. Below each number is a corresponding percent based on the total number of graduates in the category at the top of the column where the number exists.

EDUCATIONAL STATUS AND PREPARATION IN BUSINESS EDUCATION.
(A-10 and A-6)

Table CXIV

SUMMARY OF THE RESPONSES OF 1967 GRADUATES COMPARING PREPARATION IN BUSINESS EDUCATION WITH CURRENT EDUCATIONAL STATUS

Degree of Preparation in BUSINESS EDUCATION	CURRENT EDUCATIONAL STATUS No Response N (328)*	Attending School Full-Time N (2717)*	Attending School Part-Time N (241)*	Not Attending School N (2139)*
Subject Not Taken	145 44.2	2074 76.3	131 54.4	761 35.6
Well Prepared	47 14.3	205 7.5	47 19.5	737 34.5
Adequately Prepared	37 11.3	216 7.9	37 15.4	417 19.5
Poorly Prepared	12** 3.7	70** 2.6	12** 5.0	81** 3.8
No Response	87 26.5	152 5.6	14 5.8	143 6.7

*Base for the percents in each column is placed within parentheses just below the column heading.

**In each cell the top number is the number of graduates. Below each number is a corresponding percent based on the total number of graduates in the category at the top of the column where the number exists.

EDUCATIONAL STATUS AND PREPARATION IN MUSIC. (A-10 and A-6)

Table CXV

SUMMARY OF THE RESPONSES OF 1967 GRADUATES COMPARING PREPARATION IN MUSIC WITH CURRENT EDUCATIONAL STATUS

	CURRENT EDUCATIONAL STATUS			
Degree of Preparation in MUSIC	No Response N (328)*	Attending School Full-Time N (2717)*	Attending School Part-Time N (241)	Not Attending School N (2139)*
Subject Not Taken	149 45.4	1605 59.1	146 60.6	1251 58.5
Well Prepared	45 13.7	383 14.1	37 15.4	307 14.4
Adequately Prepared	40 12.2	485 17.9	35 14.5	380 17.8
Poorly Prepared	13** 4.0	110** 4.0	9** 3.7	45** 2.1
No Response	81 24.7	134 4.9	14 5.8	156 7.3

*Base for the percents in each column is placed within parentheses just below the column heading.

**In each cell the top number is the number of graduates. Below each number is a corresponding percent based on the total number of graduates in the category at the top of the column where the number exists.

EDUCATIONAL STATUS AND PREPARATION IN ART. (A-10 and A-6)

Table CXVI

SUMMARY OF THE RESPONSES OF 1967 GRADUATES COMPARING PREPARATION IN ART WITH CURRENT EDUCATIONAL STATUS

Degree of Preparation in ART	CURRENT EDUCATIONAL STATUS No Response N (328)*	 Attending School Full-Time N (2717)*	 Attending School Part-Time N (241)*	 Not Attending School N (2139)*
Subject Not Taken	164 50.0	1822 67.1	149 61.8	1339 62.6
Well Prepared	34 10.4	252 9.3	36 14.9	210 9.8
Adequately Prepared	35 10.7	418 15.4	28 11.6	357 16.7
Poorly Prepared	9** 2.7	94** 3.5	14** 5.8	64** 3.0
No Response	86 26.2	131 4.8	14 5.8	169 7.9

*Base for the percents in each column is placed within parentheses just below the column heading.

**In each cell the top number is the number of graduates. Below each number is a corresponding percent based on the total number of graduates in the category at the top of the column where the number exists.

SUMMARY A large majority of graduates considered themselves adequately or well prepared in English, foreign language, social studies, science, mathematics, and physical education regardless of whether they were attending school full-time, attending school part-time or not attending school. (Tables CVI-CXI)

The subject areas of home economics, vocational education and industrial arts, business education, music and art (Tables CXI-CXV) were taken by less than a majority of the graduates. However, those who had taken these subjects considered themselves adequately or well-prepared whether they were attending school full-time, part-time or not attending school.

EDUCATIONAL STATUS AND KIND OF SCHOOL ATTENDED. (A-10 and A-12)

Table CXVII

SUMMARY OF THE RESPONSES OF 1967 GRADUATES COMPARING KIND OF SCHOOL ATTENDED WITH CURRENT EDUCATIONAL STATUS

Kind of School	CURRENT EDUCATIONAL STATUS			
	No Response N (328)*	Attending Full-Time N (2717)*	Attending Part-Time N (241)*	Not Attending School N (2139)*
U.S. Service Academy	-- --	10 0.4	1 0.4	-- --
Four Year College	60 18.3	1643 60.5	4 1.7	-- --
Community or Jr. College	34 10.4	657 24.2	65 27.0	-- --
Business School	9 2.7	87 3.2	10 4.1	-- --
School of Nursing	3 0.9	67 2.5	1 0.4	-- --
Military Service School	16 4.9	31 1.1	10 4.1	-- --
Tech. or Trade School	9 2.7	94 3.5	50 20.7	-- --
Art, Dance, Music School	-- --	23 0.8	10 4.1	-- --
Adult Education Night School	3 0.9	2 0.1	46 19.1	-- --
Other	3** 0.9	58** 2.1	31** 12.9	-- --
No Response	191 58.2	45 1.7	13 5.4	2139 100.0

*Base for the percents in each column is placed within parentheses just below the column heading.

**In each cell the top number is the number of graduates. Below each number is a corresponding percent based on the total number of graduates in the category at the top of the column where the number exists.

Most of the graduates attending school full-time, 23-- or 84.7 percent, were enrolled either in four-year colleges or in community or junior colleges. The latter type of institution was attended by approximately 25 percent of the graduates attending school full-time.

Few graduates indicated that they were attending a four-year college on a part-time basis. A relatively large number of graduates were attending community or junior colleges on a part-time basis although the greater number of graduates attended these schools full-time. These latter institutions plus Technical or Trade Schools and Adult Education Night Schools appear to absorb the largest number of graduates attending school on a part-time basis.

The information presented on the graduates attending school part-time should be reviewed with the awareness that there were only 241 graduates in this group. Caution should be exercised when comparing percents which use different bases.

EDUCATIONAL STATUS AND HOURS WORKED PER WEEK. (A-10 and A-7c)

Table CXVIII

SUMMARY OF THE RESPONSES OF 1967 GRADUATES COMPARING HOURS WORKED PER WEEK WITH CURRENT EDUCATIONAL STATUS

	CURRENT EDUCATIONAL STATUS			
Hours Worked Per Week	No Response N (328)*	Attending School Full-Time N (2717)*	Attending School Part-Time N (241)*	Not Attending School N (2139)*
1 - 10	6 1.8	150 5.5	10 4.1	11 0.5
11 - 20	12 3.7	293 10.8	12 5.0	16 0.7
21 - 34	11 3.4	151 5.6	21 8.7	36 1.7
35 - 40	83 25.3	69 2.5	125 51.9	1313 61.4
41 or more	37** 11.3	37** 1.4	39** 16.2	347** 16.2
No Response	179 54.6	2017 74.2	34 14.1	416 19.4

*Base for the percents in each column is placed within parentheses just below the column heading.

**In each cell the top number is the number of graduates. Below each number is a corresponding percent based on the total number of graduates in the category at the top of the column where the number exists.

Approximately seven hundred of the graduates of the class of 1967 attending school full-time indicated that they were employed either full-time or part-time. Of all full-time students approximately 10 percent indicated they were working 21 or more hours per week. Of those attending school full or part-time a sizeable number were working.

As expected the majority of graduates not attending school indicated that they were employed 35 or more hours per week.

Inference: In addition to those graduates currently attending school and employed, there were a larger number of graduates who indicated that funds obtained from employment were necessary to attend school. Many of these may have been involved in summer employment and were not noted in this comparison.

SECTION IV - COMPARATIVE RESPONSES BETWEEN POST HIGH SCHOOL EDUCATION/TRAINING AND RELATED FACTORS

Summaries of the responses of the graduates to the factors influencing choice of a school, choice and kind of schools attended, number of schools to which applied, means of financing an education, help secured from guidance services in seeking financial aid, attendance full or part-time, and the relationship of present education and/or training to present work are presented in Tables CXIX through CXXIV.

FACTORS INFLUENCING CHOICE OF SCHOOL WITH CHOICE OF SCHOOL ATTENDED. (B-8 and B-6)

Table CXIX

SUMMARY OF THE RESPONSES OF THE 1967 GRADUATES COMPARING FACTORS INFLUENCING CHOICE OF SCHOOL WITH CHOICE OF SCHOOL ATTENDED

	Choice of School Attended				
Most Influential Factor in School Choice	No Response N (2604)*	1st Choice N (2161)*	2nd Choice N (497)*	3rd Choice N (110)*	Other N (53)*
Admission Requirements	1	127	49	19	12
	0.0	5.9	9.9	17.3	22.6
Co-Ed or Non Co-Ed	0	7	2	1	0
	0.0	0.3	0.4	0.9	0.0
Community and/or State Supported	0	70	9	1	0
	0.0	3.2	1.8	0.9	0.0
Extra Curricular Activities	0	23	5	4	2
	0.0	1.1	1.0	3.6	3.8
Finances	0	344	112	24	9
	0.0	15.9	22.5	21.8	17.0
Location	1	452	109	18	4
	0.0	20.9	21.9	16.4	7.5
Privately Controlled	0	4	1	0	1
	0.0	0.2	0.2	0.0	1.9
Religious Affiliation	0	29	8	0	0
	0.0	1.3	1.6	0.0	0.0
Size of School	1	163	40	6	6
	0.0	7.5	8.0	5.5	11.3
School Reputation	1	372	56	15	4
	0.0	17.2	11.3	13.6	7.5
Subject Offerings	4**	556**	101**	19**	12**
	0.2	25.7	20.3	17.3	22.6
No Response	2596	14	5	3	3
	99.7	0.6	1.0	2.7	5.7

*Base for the percents in each column is placed within parentheses just below the column heading.

**In each cell the top number is the number of graduates. Below each number is a corresponding percent based on the total number of graduates in the category at the top of the column where the number exists.

Of those 2161 graduates who are attending the school of their first choice, subject offerings, location, school reputation, finances and, to a limited extent, the size of the school and the admissions requirements influenced their choice. Subject offerings and location were listed more frequently by those graduates attending the school of their first choice.

Of those 497 graduates attending the school of their second choice, finances, location and subject offerings were listed as the prime influential factors. To a lesser extent, school reputation, admissions requirements and the size of the school also exerted substantial influence.

Finances, admissions requirements, subject offerings, location and school reputation were the most influential factors listed by graduates attending the school of their third choice. The numbers in each of these categories are similar.

Although relatively important to those graduates attending the school of their first choice, the influence exerted by admission requirements, finances and location became more pronounced among those graduates attending their second and third choice school. Regardless of the choice of the school attended, religious affiliation, extra-curricular activities of institution, and whether a school was privately controlled, state supported, or coeducational had little influence.

Inference: For the graduates attending schools of their second and third choice, the economic factor, as reflected by the influence attributed to finances and school location appeared more important than the admissions requirements. However, admission requirements also become influential as graduates attend school other than their first choice. A large number of graduates in all choice areas gave considerable emphasis to the school reputation and the subject offerings. The influence attributed to these factors seemed to infer that graduates were more knowledgeable in their planning and selection of a school.

MEANS OF FINANCING AN EDUCATION WITH KIND OF SCHOOL ATTENDED. (A-12 and B-11)

Table CXX
SUMMARY OF THE RESPONSES OF 1967 GRADUATES COMPARING MEANS OF FINANCING AN EDUCATION WITH KIND OF SCHOOL ATTENDED

	Kind of School Attended										
Means of Financing Education	No Response N (2388)*	U.S. Serv. Acad. N (11)*	Four Year Col. N (1707)*	Comm. Jr. Col. N (756)*	Bus. Sch. N (106)*	Sch. of Nursing N (71)*	Mil. Serv. Sch. N (57)*	Tech. or Trade Sch. N (153)*	Art, Dance Music Sch. N (33)*	Adult Educa. Night Sch. N (51)*	Other N (92)*
Cooperative Work/Study Program	1 -	- -	43 2.5	8 1.1	1 0.9	1 1.4	- -	1 0.7	- -	1 2.0	9 9.8
Employment	27 1.1	- -	606 35.5	270 35.7	18 17.0	15 21.1	2 3.5	27 17.6	4 12.1	1 2.0	10 10.9
Loans	9 0.4	- -	267 15.6	12 1.6	11 10.4	6 8.5	- -	6 3.9	6 18.2	- -	5 5.4
Parents and/or Relatives	47 2.0	- -	1316 77.1	449 59.4	58 54.7	51 71.8	2 3.5	54 35.3	17 51.5	2 3.9	39 42.4
Scholarships	15 0.6	3 27.3	419 24.5	31 4.1	4 3.8	11 15.5	1 1.8	5 3.3	11 33.3	- -	7 7.6
Tuition Waivers	3 0.1	- -	188 11.0	1 0.1	- -	- -	- -	- -	1 3.0	- -	- -
Vocational Rehabilitation	2 0.1	- -	19 1.1	8 1.1	5 4.7	1 1.4	- -	8 5.2	2 6.1	- -	2 2.2
Other	7** 0.3	6** 54.5	57** 3.3	20** 2.6	- -	3** 4.2	4** 7.0	1** 0.7	2** 6.1	- -	3** 3.3
No Response	2316 97.0	2 18.2	98 5.7	137 18.1	23 21.7	8 11.3	49 86.0	73 47.7	10 30.3	48 94.1	42 45.7
Total	2427 101.6	11 100.0	3013 176.3	936 123.8	120 113.2	96 135.2	58 101.8	175 114.4	53 160.6	52 102.0	117 127.3

*Base for the percents in each column is placed within parentheses just below the column heading.

**In each cell the top number is the number of graduates. Below each number is a corresponding percent based on the total number of graduates in the category at the top of the column where the number exists.

Parents and/or relatives were the primary source for financing a graduate's post high school education. Additionally, approximately one out of four graduates attending a four year college indicated that they were receiving some scholarship assistance. More than one out of three graduates attending four year or community colleges indicated that they helped finance their education through employment.

Although parents and relatives were listed as the primary source of financing an education, multiple responses to the question indicate a variety of additional financial resources were actually used. This lends credence to the belief that graduates use multiple means to finance their education.

MEANS OF FINANCING AN EDUCATION WITH HELP RECEIVED FROM GUIDANCE SERVICES IN SEEKING FINANCIAL AID. (A-8 and B-11)

Table CXXI

SUMMARY OF THE RESPONSES OF 1967 GRADUATES COMPARING MEANS OF FINANCING AN EDUCATION WITH HELP RECEIVED FROM GUIDANCE SERVICES IN SEEKING FINANCIAL AID

Means of Financing Education	Amount of Help Received No Response N (754)*	Does Not Apply N (1199)*	A Great Deal N (332)*	Some N (657)*	None N (2483)*
Cooperative Work/Study Program	3 0.4	6 0.5	23 6.9	17 2.6	16 0.6
Employment	88 11.7	140 11.7	115 34.6	228 34.7	409 16.5
Loans	20 2.7	19 1.6	74 22.3	108 16.4	101 4.1
Parents and/or Relatives	216 28.6	454 37.9	143 43.1	346 52.7	876 35.3
Scholarships	25 3.3	14 1.2	172 51.8	192 29.2	104 4.2
Tuition Waivers	13 1.7	25 2.1	29 8.7	65 9.9	61 2.5
Vocational Rehabilitation	4 0.5	5 0.4	18 5.4	6 0.9	14 0.6
Other	10** 1.3	21** 1.8	10** 3.0	27** 4.1	35** 1.4
No Response	485 64.3	661 55.1	97 29.2	200 30.4	1363 54.9

*Base for the percents in each column is placed within parentheses just below the column heading.

**In each cell the top number is the number of graduates. Below each number is a corresponding percent based on the total number of graduates in the category at the top of the column where the number exists.

Three hundred sixty-four graduates who indicated they had received help from guidance services in seeking financial aid were partially financing their post high school education thru scholarships.

Four hundred eighty-nine graduates who indicated that they had received help from guidance services in seeking financial aid were partially financing their present education thru assistance from parents and/or relatives. In this same category 876 graduates indicated they had received (or sought) no help from the school counselor.

Three hundred forty-three graduates who indicated they had received help in seeking financial aid were currently employed apparently as a means of partially financing their post high school education.

Inference: For obvious reasons a sizeable number of graduates who received assistance to partially finance their post high school education from their parents and/or relatives did not receive (or seek) guidance assistance in relation to financial aid. Likewise, a sizeable number of graduates who did receive assistance from the counselor in seeking financial aid did utilize a variety of means of actually financing their post high school education.

REASONS FOR NOT CONTINUING FULL-TIME EDUCATION WITH GRADUATES ATTENDING SCHOOL PART-TIME. (A-10 and C-13b)

Table CXXII

SUMMARY OF THE RESPONSES OF 1967 GRADUATES COMPARING REASONS FOR NOT CONTINUING FULL-TIME EDUCATION WITH GRADUATES ATTENDING SCHOOL PART-TIME

Reasons For Not Attending Full-Time	Number Attending School Part-Time N (241)*	Number Not Attending School N (2139)*
Insufficient Funds	15 6.2	112 5.2
Not Interested	11 4.6	69 3.2
Cannot Attend School of Choice	4 1.7	17 0.8
Not Required In Chosen Work	11 4.6	64 3.0
Married or Planned Marriage	4 1.7	41 1.9
Military Obligations	9 3.7	66 3.1
Transportation	2** 0.8	12** 0.6
No Response	185 76.8	1758 82.2

*Base for the percents in each column is placed within parentheses just below the column heading.

**In each cell the top number is the number of graduates. Below each number is a corresponding percent based on the total number of graduates in the category at the top of the column where the number exists.

Note: This table does not include 3045 graduates who either did not respond to the question concerning educational status or indicated they were attending school full-time.

Only 6.2 percent of the 241 graduates attending school part-time indicated that insufficient funds prevented full-time attendance. Twenty-two graduates listed not interested or not required in their chosen work as the major reasons. Over 76 percent of those attending part-time gave no reason for not attending full-time.

Inference: Finances do not seem to be a critical need of most graduates who attend school part-time rather than full-time.

CHOICE OF SCHOOL ATTENDED WITH NUMBER OF SCHOOLS APPLIED TO. (B-6 and B-3)

Table CXXIII

SUMMARY OF THE RESPONSES OF THE 1967 GRADUATES COMPARING CHOICE OF SCHOOL ATTENDED WITH NUMBER OF SCHOOLS APPLIED TO

Choice of School Attended	Number of Schools Applied To				
	No Response N (2605)*	1 School N (1155)*	2 Schools N (777)*	3 Schools N (565)*	4 or more Schools N (323)*
1st. Choice	9 0.3	1141 98.8	528 68.0	322 57.0	161 49.8
2nd. Choice	2 0.1	2 0.2	244 31.4	160 28.3	89 27.6
3rd. Choice	1 0.0	1 0.1	1 0.1	71 12.6	36 11.1
Other	0** 0.0	7** 0.6	4** 0.5	8** 1.4	34** 10.5
No Response	2593 99.5	4 0.3	0 0.0	4 0.7	3 0.9

*Base for the percents in each column is placed within parentheses just below the column heading.

**In each cell the top number is the number of graduates. Below each number is a corresponding percent based on the total number of graduates in the category at the top of the column where the number exists.

Eleven hundred fifty-five of the 2854 graduates attending school full-time applied to one school. Of this group 1141 attended their first choice school.

Ten of the graduates indicated that they had applied to one school but attended a second, or third choice. This finding could be the result of these graduates applying only to a second or third choice college or an error in responding to the question.

Among those graduates who indicated they applied to two schools, 528 (68.0 percent) attended the school of their first choice. Another 244 (31.4 percent) attended the school of their second choice.

Of those graduates applying to three schools, approximately 85 percent attended either their first or second choices; 71 (12.6 percent) attended the third choice school.

Even among those graduates who applied to four or more schools, approximately 75 percent attended their first or second choice school.

In general, the data indicated that, regardless of the number of schools applied to, most of the graduates attended the school of their first choice.

KIND OF SCHOOL ATTENDED WITH RELATIONSHIP OF PRESENT EDUCATION/ TRAINING TO PRESENT WORK. (A-12 and C-11)

Table CXXIV

SUMMARY OF THE RESPONSES OF 1967 GRADUATES COMPARING KIND OF SCHOOL ATTENDED WITH RELATIONSHIP OF PRESENT EDUCATION/TRAINING TO PRESENT JOB

	Relationship of Present Education/Training to Job			
Kind of School	No Response N (3224)*	Related to Job N (487)*	Not Related to Job N (359)*	Does Not Apply N (1355)*
U.S. Service Academy	10 0.3	1 0.2	- -	- -
Four Year College	1693 52.5	4 0.8	7 1.9	3 0.2
Community or Jr. College	685 21.2	19 3.9	41 11.4	11 0.8
Business School	92 2.9	3 0.6	9 2.5	2 0.1
School of Nursing	70 2.2	1 0.2	- -	- -
Military Service School	13 0.4	24 4.9	5 1.4	15 1.1
Technical or Trade School	98 3.0	36 7.4	16 4.5	3 0.2
Art, Dance, Music School	23 0.7	2 0.4	7 1.9	1 0.1
Adult Education Night School	5 0.2	23 4.7	15 4.2	8 0.6
Other	58** 1.8	22** 4.5	7** 1.9	5** 0.4
No Response	477 14.8	352 72.3	252 70.2	1307 96.5

*Base for the percents in each column is placed within parentheses just below the column heading.

**In each cell the top number is the number of graduates. Below each number is a corresponding percent based on the total number of graduates in the category at the top of the column where the number exists.

In trying to determine the relationship of present education/training to present job and kind of school attended, the large number of "no responses" and the scattered pattern of results make it difficult to establish meaningful trends.

SECTION V - COMPARATIVE RESPONSES BETWEEN ADVANCED STANDING WITH PREPARATION IN SELECTED SUBJECTS, COLLEGE CREDIT RECEIVED, AND LOCATION OF SCHOOL ATTENDING

Summaries of the responses of the graduates to the relationship between advanced standing and preparation in selected subject areas, college credit received for advanced standing and the location of the schools attended are presented in Tables CXXV through CXXXI.

ADVANCED STANDING STATUS AND DEGREE OF PREPARATION IN ENGLISH. (A-6 and B-10)

Table CXXV

SUMMARY OF THE RESPONSES OF THE 1967 GRADUATES COMPARING DEGREE OF PREPARATION IN ENGLISH WITH ADVANCED STANDING RECEIVED, BY SUBJECT

Degree of Preparation in ENGLISH	Advanced Standing Received In					
	No Response N (4966)*	English N (181)*	Foreign Language N (211)*	Mathematics N (211)*	Science N (45)*	Social Studies N (70)*
Subject Not Taken	27 6.5	2 1.1	3 1.4	4 1.9	1 2.2	0 0.0
Well Prepared	1697 34.2	105 58.0	100 47.4	83 39.3	26 57.8	35 50.0
Adequately Prepared	2410 48.5	56 30.9	80 37.9	92 43.6	13 28.9	25 35.7
Poorly Prepared	662** 13.3	15** 8.3	26** 12.3	30** 14.2	4** 8.9	7** 10.0
No Response	170 3.4	3 1.7	2 0.9	2 0.9	1 2.2	3 4.3

*Base for the percents in each column is placed within parentheses just below the column heading.

**In each cell the top number is the number of graduates. Below each number is a corresponding percent based on the total number of graduates in the category at the top of the column where the number exists.

ADVANCED STANDING STATUS AND DEGREE OF PREPARATION IN FOREIGN LANGUAGE. (A-6 and B-10)

Table CXXVI

SUMMARY OF THE RESPONSES OF THE 1967 GRADUATES COMPARING DEGREE OF PREPARATION IN FOREIGN LANGUAGE WITH ADVANCED STANDING RECEIVED, BY SUBJECT

Degree of Preparation in FOREIGN LANGUAGE	Advanced Standing Received In					
	No Response N (4966)*	English N (181)*	Foreign Language N (211)*	Mathematics N (211)*	Science N (45)*	Social Studies N (70)*
Subject Not Taken	1837 37.0	19 10.5	2 0.9	20 9.5	3 6.7	7 10.0
Well Prepared	581 11.7	61 33.7	121 57.3	51 24.2	12 26.7	21 30.0
Adequately Prepared	1447 29.1	62 34.3	58 27.5	94 44.5	17 37.8	28 40.0
Poorly Prepared	810** 16.3	36** 19.9	29** 13.7	44** 20.9	12** 26.7	12** 17.1
No Response	291 5.9	3 1.7	1 0.5	2 0.9	1 2.2	2 2.9

*Base for the percents in each column is placed within parentheses just below the column heading.

**In each cell the top number is the number of graduates. Below each number is a corresponding percent based on the total number of graduates in the category at the top of the column where the number exists.

ADVANCED STANDING STATUS AND DEGREE OF PREPARATION IN MATHEMATICS. (A-6 and B-10)

Table CXXVII

SUMMARY OF THE RESPONSES OF THE 1967 GRADUATES COMPARING DEGREE OF PREPARATION IN MATHEMATICS WITH ADVANCED STANDING RECEIVED, BY SUBJECT

	Advanced Standing Received In					
Degree of Preparation in MATHEMATICS	No Response N (4966)*	English N (181)*	Foreign Language N (211)*	Mathematics N (211)*	Science N (45)*	Social Studies N (70)*
Subject Not Taken	240 4.8	9 5.0	14 6.6	2 0.9	2 4.4	1 1.4
Well Prepared	1931 38.9	85 47.0	102 48.3	170 80.6	33 73.3	32 45.7
Adequately Prepared	2040 41.1	68 37.6	81 38.4	29 13.7	8 17.8	34 48.6
Poorly Prepared	532** 10.7	17** 9.4	13** 6.2	9** 4.3	1** 2.2	2** 2.9
No Response	223 4.5	2 1.1	1 0.5	1 0.5	1 2.2	1 1.4

*Base for the percents in each column is placed within parentheses just below the column heading.

**In each cell the top number is the number of graduates. Below each number is a corresponding percent based on the total number of graduates in the category at the top of the column where the number exists.

ADVANCED STANDING STATUS AND DEGREE OF PREPARATION IN SCIENCE.
(A-6 and B-10)

Table CXXVIII

SUMMARY OF THE RESPONSES OF THE 1967 GRADUATES COMPARING DEGREE OF PREPARATION IN SCIENCE WITH ADVANCED STANDING RECEIVED, BY SUBJECT

	Advanced Standing Received In					
Degree of Preparation in SCIENCE	No Response N (4966)*	English N (181)*	Foreign Language N (211)*	Mathematics N (211)*	Science N (45)*	Social Studies N (70)*
Subject Not Taken	349 7.0	10 5.5	6 2.8	6 2.8	1 2.2	4 5.7
Well Prepared	1260 25.4	57 31.5	66 31.3	103 48.8	35 77.8	19 27.1
Adequately Prepared	2541 51.2	76 42.0	104 49.3	82 38.9	7 15.6	35 50.0
Poorly Prepared	549** 11.1	35** 19.3	32** 15.2	19** 9.0	1** 2.2	10** 14.3
No Response	267 5.4	3 1.7	3 1.4	1 0.5	1 2.2	2 2.9

*Base for the percents in each column is placed within parentheses just below the column heading.

**In each cell the top number is the number of graduates. Below each number is a corresponding percent based on the total number of graduates in the category at the top of the column where the number exists.

ADVANCED STANDING STATUS AND DEGREE OF PREPARATION IN SOCIAL STUDIES. (A-6 and B-10)

Table CXXIX

SUMMARY OF THE RESPONSES OF THE 1967 GRADUATES COMPARING DEGREE OF PREPARATION IN SOCIAL STUDIES WITH ADVANCED STANDING RECEIVED, BY SUBJECT

	Advanced Standing Received In					
Degree of Preparation in SOCIAL STUDIES	No Response N (4966)*	English N (181)*	Foreign Language N (211)*	Mathematics N (211)*	Science N (45)*	Social Studies N (70)*
Subject Not Taken	69 1.4	5 2.8	4 1.9	8 3.8	3 6.7	1 1.4
Well Prepared	1943 39.1	93 51.4	93 44.1	85 40.3	22 48.9	41 58.6
Adequately Prepared	2456 49.5	74 40.9	101 47.9	109 51.7	16 35.6	25 35.7
Poorly Prepared	281** 5.7	7** 3.9	11** 5.2	4** 1.9	2** 4.4	0** 0.0
No Response	217 4.4	2 1.1	2 0.9	5 2.4	2 4.4	3 4.3

*Base for the percents in each column is placed within parentheses just below the column heading.

**In each cell the top number is the number of graduates. Below each number is a corresponding percent based on the total number of graduates in the category at the top of the column where the number exists.

SUMMARY Approximately 85 percent to 95 percent of the graduates receiving advanced standing indicated they were well or adequately prepared in the subject areas in which they received advanced standing. In all subject areas there were a small number of graduates who received advanced standing but also indicated they were poorly prepared. In English, for example, only 15 graduates (8.3 percent) of those receiving advanced standing indicated that they were poorly prepared; 29 graduates or 13.7 percent in foreign language and 9 graduates or 4.3 percent in mathematics responded in a similar fashion.

Inference: Possible reasons which may explain why graduates who received advanced standing in a subject considered themselves poorly prepared in that area might include:

A. A failure to maintain a high level of performance in college commensurate with high school achievement in the subject area.

B. Achievement under pressure although achieving well.

C. A general dissatisfaction with the high school experience.

D. A granting of advanced standing by the college board on inadequate criteria.

ADVANCED STANDING RECEIVED AND COLLEGE CREDIT RECEIVED FOR ADVANCED STANDING. (B-10a and B-10b)

Table CXXX

SUMMARY OF THE RESPONSES OF THE 1967 GRADUATES COMPARING COLLEGE CREDIT RECEIVED FOR ADVANCED STANDING WITH ADVANCED STANDING RECEIVED

College Credit Received In	Advanced Standing Received In					
	No Response N (4966)*	English N (181)*	Foreign Language N (211)*	Mathematics N (211)*	Science N (45)*	Social Studies N (70)*
English	1 -	59 32.6	23 10.9	16 7.6	8 17.8	9 12.9
Foreign Language	- -	23 12.7	69 32.7	18 8.5	4 8.9	7 10.0
Mathematics	1 -	20 11.0	18 8.5	66 31.3	12 26.7	5 7.1
Science	- -	9 5.0	10 4.7	14 6.6	23 51.1	2 2.9
Social Studies	2** -	8** 4.4	5** 2.4	5** 2.4	2** 4.4	17** 24.3
No Response	4962 99.9	102 56.4	120 56.9	124 58.8	16 35.6	43 61.4

*Base for the percents in each column is placed within parentheses just below the column heading.

**In each cell the top number is the number of graduates. Below each number is a corresponding percent based on the total number of graduates in the category at the top of the column where the number exists.

The percents of graduates receiving college credit for advanced standing in the various disciplines ranged from 24.3 percent in social studies to 51.1 percent in science. Seventeen of the 70 graduates who received advanced standing in social studies received college credit. In science, 23 of the 45 graduates who received advanced standing indicated that they received college credit. Approximately a third of the graduates who received advanced standing in English, foreign language, and mathematics also received college credit.

The reader should be cautioned that the percents of graduates receiving college credit need to be analyzed in term of a number of factors including: the total number of graduates receiving advanced study, policies of the college attended, especially those institutions enrolling a large number of graduates, the rejection of advanced study status by the graduate.

ADVANCED STANDING STATUS AND LOCATION OF SCHOOL ATTENDING. (B-10 and B-1)

Table CXXXI

SUMMARY OF THE RESPONSES OF THE 1967 GRADUATES COMPARING ADVANCED STANDING STATUS WITH LOCATION OF SCHOOL ATTENDING

	Location of School					
Advanced Standing Received	No Response N (2596)*	Baltimore City N (561)*	Baltimore County N (980)*	Maryland N (655)*	Inside U.S.A. N (628)*	Outside U.S.A. N (5)*
Yes	1	37	122	150	169	-
	-	6.6	12.4	22.9	26.9	-
No	7**	413**	790**	457**	421**	5**
	0.3	73.6	80.6	69.8	67.0	100.0

*Base for the percents in each column is placed within parentheses just below the column heading.

**In each cell the top number is the number of graduates. Below each number is a corresponding percent based on the total number of graduates in the category at the top of the column where the number exists.

The largest numbers of graduates receiving advanced standing were attending schools somewhere in the state of Maryland. The largest percent of graduates in any single category who received advanced standing were attending schools in the U.S.A. (presumedly outside the state of Maryland).

Inference: Various questions can be raised about graduates who received advanced standing and who indicated they were attending school "Inside the U.S.A.". Did a possible offer of advanced standing induce some students to matriculate outside of Maryland? Do Maryland colleges have standards for advanced placement that are substantially similar or different to those outside the state? Are colleges outside of Maryland attracting a proportionately larger number of higher achieving students?

SECTION VI - COMPARATIVE RESPONSES BETWEEN NUMBER OF FULL-TIME JOBS HELD SINCE GRADUATION AND DEGREE OF PREPARATION WITH SELECTED JOB SKILLS, LEVEL OF EDUCATION REQUIRED FOR PRESENT JOB, REASONS FOR LEAVING JOBS, UNEMPLOYMENT STATUS; THE RELATIONSHIP OF PRESENT JOB TO ADVANCEMENT WITH EMPLOYMENT STATUS FIVE YEARS HENCE; AND WEEKLY GROSS INCOME WITH LENGTH OF WORK WEEK

Summaries of the responses of the graduates to these sets of questions are presented in Tables CXXXII through CXL.

NUMBER OF FULL-TIME JOBS WITH PREPARATION IN FOLLOWING DIRECTIONS. (C-5 and C-7)

Table CXXXII

SUMMARY OF THE RESPONSES OF THE 1967 GRADUATES COMPARING
NUMBER OF FULL-TIME JOBS HELD SINCE GRADUATION
WITH DEGREE OF PREPARATION IN FOLLOWING DIRECTIONS

	Degree of Preparation in FOLLOWING DIRECTIONS				
Number of Full-Time Jobs Held Since Graduation	No Response N (3041)*	Does Not Apply N (130)*	Well Prepared N (1446)*	Adequately Prepared N (789)*	Poorly Prepared N (19)*
No Job	31	50	102	53	3
	1.0	38.5	7.1	6.7	15.8
1 Job	66	54	962	520	12
	2.2	41.5	66.5	65.9	63.2
2 Jobs	18	20	319	180	2
	0.6	15.4	22.1	22.8	10.5
3 Jobs	5	4	47	27	1
	0.2	3.1	3.3	3.4	5.3
4 or more Jobs	0**	2**	8**	6**	1**
	0.0	1.5	0.6	0.8	5.3
No Response	2921	0	8	3	0
	96.1	0.0	0.6	0.4	0.0

*Base for the percents in each column is placed within parentheses just below the column heading.

**In each cell the top number is the number of graduates. Below each number is a corresponding percent based on the total number of graduates in the category at the top of the column where the number exists.

NUMBER OF FULL-TIME JOBS WITH PREPARATION IN FOLLOWING RULES AND REGULATIONS. (C-5 and C-7)

Table CXXXIII

SUMMARY OF THE RESPONSES OF THE 1967 GRADUATES COMPARING NUMBER OF FULL-TIME JOBS HELD SINCE GRADUATION WITH DEGREE OF PREPARATION IN FOLLOWING RULES AND REGULATIONS

	Degree of Preparation in FOLLOWING RULES AND REGULATIONS				
Number of Full-Time Jobs Held Since Graduation	No Response N (3060)*	Does Not Apply N (143)*	Well Prepared N (1427)*	Adequately Prepared N (759)*	Poorly Prepared N (36)*
No Job	40 1.3	47 32.9	105 7.4	46 6.1	1 2.8
1 Job	69 2.3	63 44.1	947 66.4	514 67.7	21 58.3
2 Jobs	19 0.6	28 19.6	324 22.7	161 21.2	7 19.4
3 Jobs	9 0.3	4 2.8	36 2.5	30 4.0	5 13.9
4 or more Jobs	1** 0.0	1** 0.7	7** 0.5	6** 0.8	2** 5.6
No Response	2922 95.5	0 0.0	8 0.6	2 0.3	0 0.0

*Base for the percents in each column is placed within parentheses just below the column heading.

**In each cell the top number is the number of graduates. Below each number is a corresponding percent based on the total number of graduates in the category at the top of the column where the number exists.

NUMBER OF FULL-TIME JOBS WITH PREPARATION IN WORKING WELL WITH OTHERS. (C-5 and C-7)

Table CXXXIV

SUMMARY OF THE RESPONSES OF THE 1967 GRADUATES COMPARING NUMBER OF FULL-TIME JOBS HELD SINCE GRADUATION WITH DEGREE OF PREPARATION IN WORKING WELL WITH OTHERS

	Degree of Preparation in WORKING WELL WITH OTHERS				
Number of Full-Time Jobs Held Since Graduation	No Response N (3049)	Does Not Apply N (103)*	Well Prepared N (1563)*	Adequately Prepared N (663)*	Poorly Prepared N (45)*
No Job	36 1.2	46 44.7	106 6.8	48 7.2	3 6.7
1 Job	65 2.1	33 32.0	1057 67.5	433 65.3	26 57.8
2 Jobs	18 0.6	18 17.5	341 21.8	148 22.3	14 31.1
3 Jobs	8 0.3	5 4.9	44 2.8	25 3.8	2 4.4
4 or more Jobs	0** 0.0	1** 1.0	11** 0.7	5** 0.8	0** 0.0
No Response	2922 95.8	0 0.0	6 0.4	4 0.6	0 0.0

*Base for the percents in each column is placed within parentheses just below the column heading.

**In each cell the top number is the number of graduates. Below each number is a corresponding percent based on the total number of graduates in the category at the top of the column where the number exists.

NUMBER OF FULL-TIME JOBS WITH PREPARATION IN THINKING AND MAKING DECISIONS. (C-5 and C-7)

Table CXXXV

SUMMARY OF THE RESPONSES OF THE 1967 GRADUATES COMPARING NUMBER OF FULL-TIME JOBS HELD SINCE GRADUATION WITH DEGREE OF PREPARATION IN THINKING AND MAKING DECISIONS

	Degree of Preparation in THINKING AND MAKING DECISIONS				
Number of Full-Time Jobs Held Since Graduation	No Response N (3068)*	Does Not Apply N (124)*	Well Prepared N (1191)*	Adequately Prepared N (951)*	Poorly Prepared N (91)*
No Job	39 1.3	43 34.7	78 6.5	74 7.8	5 5.5
1 Job	77 2.5	51 41.1	781 65.6	641 67.4	64 70.3
2 Jobs	22 0.7	27 21.8	279 23.4	192 20.2	19 20.9
3 Jobs	8 0.3	2 1.6	41 3.4	31 3.3	2 2.2
4 or more Jobs	0** 0.0	1** 0.8	7** 0.6	8** 0.8	1** 1.1
No Response	2922 95.2	0 0.0	5 0.4	5 0.5	0 0.0

*Base for the percents in each column is placed within parentheses just below the column heading.

**In each cell the top number is the number of graduates. Below each number is a corresponding percent based on the total number of graduates in the category at the top of the column where the number exists.

NUMBER OF FULL-TIME JOBS WITH PREPARATION IN READING WITH UNDERSTANDING. (C-5 and C-7)

Table CXXXVI

SUMMARY OF THE RESPONSES OF THE 1967 GRADUATES COMPARING
NUMBER OF FULL-TIME JOBS HELD SINCE GRADUATION
WITH DEGREE OF PREPARATION IN READING WITH UNDERSTANDING

	Degree of Preparation in READING WITH UNDERSTANDING				
Number of Full-Time Jobs Held Since Graduation	No Response N (3082)*	Does Not Apply N (193)*	Well Prepared N (1114)*	Adequately Prepared N (920)*	Poorly Prepared N (116)*
No Job	41 1.3	47 24.4	73 6.6	66 7.2	12 10.3
1 Job	85 2.8	96 49.7	741 66.5	622 67.6	70 60.3
2 Jobs	23 0.7	46 23.8	250 22.4	193 21.0	27 23.3
3 Jobs	9 0.3	2 1.0	40 3.6	28 3.0	5 4.3
4 or more Jobs	1** 0.0	2** 1.0	6** 0.5	7** 0.8	1** 0.9
No Response	2923 94.8	0 0.0	4 0.4	4 0.4	1 0.9

*Base for the percents in each column is placed within parentheses just below the column heading.

**In each cell the top number is the number of graduates. Below each number is a corresponding percent based on the total number of graduates in the category at the top of the column where the number exists.

NUMBER OF FULL-TIME JOBS WITH PREPARATION IN SPEAKING BEFORE GROUPS. (C-5 and C-7)

Table CXXXVII

SUMMARY OF THE RESPONSES OF THE 1967 GRADUATES COMPARING NUMBER OF FULL-TIME JOBS HELD SINCE GRADUATION WITH DEGREE OF PREPARATION IN SPEAKING BEFORE GROUPS

	Degree of Preparation in SPEAKING BEFORE GROUPS				
Number of Full-Time Jobs Held Since Graduation	No Response N (3073)*	Does Not Apply N (525)*	Well Prepared N (378)*	Adequately Prepared N (875)*	Poorly Prepared N (574)*
No Job	40 1.3	62 11.8	34 9.0	57 6.5	46 8.0
1 Job	79 2.6	335 63.8	241 63.8	587 67.1	372 64.8
2 Jobs	23 0.7	113 21.5	87 23.0	196 22.4	120 20.9
3 Jobs	9 0.3	12 2.3	11 2.9	24 2.7	28 4.9
4 or more Jobs	1** 0.0	3** 0.6	4** 1.1	5** 0.6	4** 0.7
No Response	2921 95.1	0 0.0	1 0.3	6 0.7	4 0.7

*Base for the percents in each column is placed within parentheses just below the column heading.

**In each cell the top number is the number of graduates. Below each number is a corresponding percent based on the total number of graduates in the category at the top of the column where the number exists.

NUMBER OF FULL-TIME JOBS WITH PREPARATION IN SOLVING NUMBER PROBLEMS. (C-5 and C-7)

Table CXXXVIII

SUMMARY OF THE RESPONSES OF THE 1967 GRADUATES COMPARING NUMBER OF FULL-TIME JOBS HELD SINCE GRADUATION WITH DEGREE OF PREPARATION IN SOLVING NUMBER PROBLEMS

	Degree of Preparation in SOLVING NUMBER PROBLEMS				
Number of Full-Time Jobs Held Since Graduation	No Response N (3075)*	Does Not Apply N (309)*	Well Prepared N (1009)*	Adequately Prepared N (90)*	Poorly Prepared N (132)*
No Job	38 1.2	59 19.1	58 5.7	68 7.6	16 12.1
1 Job	83 2.7	183 59.2	664 65.8	605 67.2	79 59.8
2 Jobs	25 0.8	62 20.1	230 22.8	193 21.4	29 22.0
3 Jobs	7 0.2	2 0.6	42 4.2	27 3.0	6 4.5
4 or more Jobs	0** 0.0	3** 1.0	9** 0.9	4** 0.4	1** 0.8
No Response	2922 95.0	0 0.0	6 0.6	3 0.3	1 0.8

*Base for the percents in each column is placed within parentheses just below the column heading.

**In each cell the top number is the number of graduates. Below each number is a corresponding percent based on the total number of graduates in the category at the top of the column where the number exists.

NUMBER OF FULL-TIME JOBS WITH PREPARATION IN WRITING REPORTS, LETTERS, AND NOTES. (C-5 and C-7)

Table CXXXIX

SUMMARY OF THE RESPONSES OF THE 1967 GRADUATES COMPARING NUMBER OF FULL-TIME JOBS HELD SINCE GRADUATION WITH DEGREE OF PREPARATION IN WRITING REPORTS, LETTERS, AND NOTES

	Degree of Preparation in WRITING REPORTS, LETTERS, AND NOTES				
Number of Full-Time Jobs Held Since Graduation	No Response N (3073)*	Does Not Apply N (445)*	Well Prepared N (735)*	Adequately Prepared N (974)*	Poorly Prepared N (197)*
No Job	38 1.2	66 14.8	48 6.5	68 7.0	19 9.6
1 Job	77 2.5	269 60.3	488 66.4	650 66.7	130 66.0
2 Jobs	25 0.8	91 20.4	167 22.7	218 22.4	38 19.3
3 Jobs	10 0.3	16 3.6	25 3.4	25 2.6	8 4.1
4 or more Jobs	1** 0.0	4** 0.9	4** 0.5	6** 0.6	2** 1.0
No Response	2922 95.1	0 0.0	3 0.4	7 0.7	0 0.0

*Base for the percents in each column is placed within parentheses just below the column heading.

**In each cell the top number is the number of graduates. Below each number is a corresponding percent based on the total number of graduates in the category at the top of the column where the number exists.

NUMBER OF FULL-TIME JOBS WITH PREPARATION IN USING SCHOOL LEARNED BUSINESS AND VOCATIONAL SKILLS. (C-4 and C-7)

Table CXL

SUMMARY OF THE RESPONSES OF THE 1967 GRADUATES COMPARING NUMBER OF FULL-TIME JOBS HELD SINCE GRADUATION WITH DEGREE OF PREPARATION IN USING SCHOOL LEARNED BUSINESS AND VOCATIONAL SKILLS

	Degree of Preparation in USING SCHOOL LEARNED BUSINESS AND VOCATIONAL SKILLS				
Number of Full-Time Jobs Held Since Graduation	No Response N (3082)*	Does Not Apply N (541)*	Well Prepared N (965)*	Adequately Prepared N (686)*	Poorly Prepared N (151)*
No Job	38 1.2	76 14.0	58 6.0	53 7.7	14 9.3
1 Job	82 2.7	326 60.3	660 68.4	457 66.6	89 58.9
2 Jobs	29 0.9	113 20.9	215 22.3	144 21.0	38 25.2
3 Jobs	9 0.3	18 3.3	27 2.8	20 2.9	10 6.6
4 or more Jobs	1** 0.0	7** 1.3	1** 0.1	8** 1.2	0** 0.0
No Response	2923 94.8	1 0.2	4 0.4	4 0.6	0 0.0

*Base for the percents in each column is placed within parentheses just below the column heading.

**In each cell the top number is the number of graduates. Below each number is a corresponding percent based on the total number of graduates in the category at the top of the column where the number exists.

SUMMARY In the categories of the following job skills most graduates considered themselves "Adequately" or "Well Prepared" and typically held one or two jobs since graduation: "Following Directions," "Following Rules and Regulations," "Working Well with Others," "Thinking and Making Decisions," "Reading with Understanding," "Solving Number Problems," and "Using School Learned Business and Vocational Skills."

In the categories of "Speaking Before Groups" and "Writing Reports, Letters, and Notes" a fewer number of graduates considered themselves "Adequately" or "Well Prepared" and also they typically held only one to two jobs since graduation. Those graduates who held three or more jobs generally seemed satisfied with their preparation in specific job skills.

These findings do not support any clear relationship between the graduates' preparation in specific job skills and the number of jobs held since graduation. Factors that may account for this pattern might include the fact that the study was made six months after graduation and dealt primarily with entry level positions.

NUMBER OF FULL-TIME JOBS WITH LEVEL OF EDUCATION REQUIRED FOR PRESENT JOB. (C-5 and C-2)

A summary of the responses of the graduates comparing the number of full-time jobs with the level of education required for the present job are presented in Table CXLI.

Table CXLI

SUMMARY OF THE RESPONSES OF THE 1967 GRADUATES COMPARING NUMBER OF FULL-TIME JOBS SINCE GRADUATION WITH LEVEL OF EDUCATION REQUIRED FOR PRESENT JOB

Number of Full-Time Jobs Since Graduation	Level of Education Required for Present Job						
	No Response N (2975)*	Less Than High Sch. Diploma N (154)*	Special Training But High Sch. Diploma Not Required N (160)*	High Sch. Diploma N (1103)*	High Sch. Diploma Plus Special Training N (580)*	No Specified Education N (253)*	Does Not Apply N (210)*
No Job	15 0.5	15 9.7	16 10.0	48 4.4	31 5.4	29 11.5	85 40.5
1 Job	24 0.8	92 59.7	118 73.8	744 67.5	399 70.0	150 59.3	87 41.4
2 Jobs	8 0.3	36 23.4	19 11.9	279 25.3	111 19.5	56 22.1	30 14.3
3 Jobs	6 0.2	8 5.2	7 4.4	24 2.2	20 3.5	13 5.1	6 2.9
4 or more Jobs	- -	3** 1.9	- -	3** 0.3	5** 0.9	4** 1.6	2** 1.0
No Response	2922 98.2	- -	- -	5 0.5	4 0.7	1 0.4	- -

*Base for the percents in each column is placed within parentheses just below the column heading.

**In each cell the top number is the number of graduates. Below each number is a corresponding percent based on the total number of graduates in the category at the top of the column where the number exists.

As expected, the graduates who have held one or two jobs since graduation indicated that either a high school diploma or additional work beyond the diploma was required for their present job.

Of the 314 graduates who indicated that less than a high school diploma was required for the job held, 210 graduates had held only one job.

Opposite the "no job" category a number of responses to the level of education are indicated. Contrary to what seems to be a contradiction, the differences can be explained by the full or part-time employment status of the graduates responding to each of the questions in the table. All graduates who worked full-time or part-time responded to the question about level of education required; the cross of this question, however, was limited to those graduates employed on full-time basis during the six months since graduation.

NUMBER OF FULL-TIME JOBS WITH REASONS FOR LEAVING JOBS. (C-5 and C-6)

A summary of the responses of the graduates to their reasons for leaving a job and the number of full-time jobs held since graduation is presented in Table CXLII.

Table CXLII

SUMMARY OF THE RESPONSES OF 1967 GRADUATES COMPARING NUMBER OF FULL-TIME JOBS SINCE GRADUATION WITH REASONS FOR LEAVING JOBS

	Reasons for Leaving Jobs														
Number of Full-Time Jobs Since Graduation	No Response N (3729)*	Disagree. With Others Employers or Employees N (47)*	Dissatisfact. With The Work Itself N (229)*	Opport. for Advan. N (282)*	Too Much Expect. of Grad. N (46)*	Work. Cond. N (124)*	Temp. Employ. N (146)*	Travel. Dist. N (77)*	Pregnancy N (26)*	Marriage N (39)*	Mil. Serv. N (139)*	Salary N (237)*	Layoff N (91)*	Health N (20)*	Does Not Apply N (768)*
No Job	63 1.7	- -	2 0.9	5 1.8	1 2.2	3 2.4	6 4.1	1 1.3	1 3.8	1 2.6	10 7.2	4 1.7	2 2.2	2 10.0	150 19.5
1 Job	751 20.1	10 21.3	33 14.4	44 15.6	14 30.4	17 13.7	53 36.3	18 23.4	16 61.5	19 48.7	67 48.2	37 15.6	22 24.2	8 40.0	597 77.7
2 Jobs	6 0.2	26 55.3	162 70.7	198 70.2	24 52.2	82 66.1	67 45.9	46 59.7	8 30.8	16 41.0	28 20.1	159 67.1	45 49.5	10 50.0	15 2.0
3 Jobs	2 0.1	7 14.9	23 10.0	28 9.9	4 8.7	16 12.9	14 9.6	9 11.7	1 3.8	3 7.7	9 6.5	29 12.2	18 19.8	- -	5 0.7
4 Jobs or More	- -	4** 8.5	8** 3.5	7** 2.5	3** 6.5	6** 4.8	5** 3.4	3** 3.9	- -	- -	4** 2.9	6** 2.5	4** 4.4	- -	- -
No Response	2907 78.0	- -	1 0.4	- -	- -	- -	1 0.7	- -	- -	- -	21 15.1	2 0.8	- -	- -	1 0.1

*Base for the percents in each column is placed within parentheses just below the column heading.

**In each cell the top number is the number of graduates. Below each number is a corresponding percent based on the total number of graduates in the category at the top of the column where the number exists.

The response to the question on reasons for leaving a job was limited by two conditions. Initially, the greatest number of graduates held only one job; and several graduates employed part-time did not respond to one of the questions in the cross.

However, among those who held two or more jobs the greatest number of responses was by those who held two jobs and the reasons given were such factors as "Dissatisfaction with the Work Itself," "Opportunity for Advancement," and "Salary."

Inference: These statistics seem to indicate that the larger number of graduates who changed jobs at least once (2 jobs) did so because of the specific concern listed above. Certain questions may be raised: To what extent did the graduates enter their initial jobs with the expectation of changing in the immediate future?

To what extent were the graduates aware of the limitations of their first job prior to entry?

To what extent did the first job represent a means of financing an education?

NUMBER OF FULL-TIME JOBS WITH UNEMPLOYMENT STATUS .(C-5 and A-7a)

A summary of the responses comparing the number of full-time jobs held with the unemployment status of the graduates is presented in Table CXLIII.

Table CXLIII

SUMMARY OF THE RESPONSE PATTERN OF THE 1967 GRADUATES COMPARING UNEMPLOYMENT STATUS WITH NUMBER OF FULL-TIME JOBS HELD SINCE GRADUATION

Number of Full-Time Jobs Since Graduation	Not Employed - Seeking Work N (344)*	Not Employed - Not Seeking Work N (1869)*
No Job Since Graduation	47 13.7	27 1.4
1 Job Since Graduation	53 15.4	28 1.5
2 Jobs Since Graduation	19 5.5	9 0.5
3 Jobs Since Graduation	6 1.7	4 0.2
4 Jobs Since Graduation	1** 0.3	1** 0.1
No Response	218 63.4	1800 96.3

*Base for the percents in each column is placed within parentheses just below the column heading.

**In each cell the top number is the number of graduates. Below each number is a corresponding percent based on the total number of graduates in the category at the top of the column where the number exists.

In the entire study, there were 344 graduates who stated they were not employed or seeking work and 1869 graduates who stated they were not employed and not seeking work. Since only those graduates who were not full-time students had the opportunity to indicate the number of jobs held on Form C, a large number of graduates (who were full-time students) appeared in the data in the no response category.

Of the unemployed graduates who were not full-time students and who indicated that they were seeking work, nearly all had held one job or had been unemployed since graduation. The same pattern prevailed for the unemployed graduates not seeking work.

Inference: A relatively small number of the graduates in the study were unemployed and seeking work. Over three-fifths of these graduates, excluding full-time students, had held one or more jobs since graduation. The number of graduates not employed and not seeking work included full-time students and may have included housewifes and/or male graduates awaiting induction into the armed forces.

RELATIONSHIP OF PRESENT JOB TO ADVANCEMENT WITH EMPLOYMENT STATUS FIVE YEARS HENCE. (C-4 and C-9)

The summary of the responses comparing the relationship of the present job to the projected employment status five years later is presented in Table CXLIV.

Table CXLIV

SUMMARY OF THE RESPONSES OF 1967 GRADUATES COMPARING RELATIONSHIP OF PRESENT JOB TO ADVANCEMENT WITH EMPLOYMENT STATUS FIVE YEARS HENCE

	Employment Status Five Years Hence									
Present Job Required For Advancement In Company	No Response N (3020)*	Self-Employed N (49)*	Housewife N (491)*	Full-Time Student N (85)*	Mil. Serv. N (201)*	Same Employer Different Position N (687)*	Same Employer Same Position N (159)*	Different Employer Different Position N (427)*	Different Employer Same Position N (98)*	Other N (208)*
Yes	49 1.6	18 36.7	201 40.9	29 34.1	76 37.8	510 74.2	79 49.7	195 45.7	42 42.9	70 33.7
No	15 0.5	9 18.4	116 23.6	18 21.2	43 21.4	91 13.2	44 27.7	142 33.3	27 27.6	39 18.8
Does Not Apply	46** 1.5	19** 38.8	147** 29.9	36** 42.4	53** 26.4	66** 9.6	34** 21.4	80** 18.7	23** 23.5	94** 45.2
No Response	2910 96.4	3 6.1	27 5.5	2 2.4	29 14.4	20 2.9	2 1.3	10 2.3	6 6.1	5 2.4

*Base for the percents in each column is placed within parentheses just below the column heading.

**In each cell the top number is the number of graduates. Below each number is a corresponding percent based on the total number of graduates in the category at the top of the column where the number exists.

The largest number of graduates who responded to these two questions indicated that their present job will be required for job advancement five years hence. Of the categories listing the employment status five years later, the largest change can be observed when a graduate anticipated being employed by the same employer in a different position. Five hundred ten graduates responded in this fashion.

The larger number of graduates who responded to the category "Does Not Apply" presents a quandary to the researcher.

WEEKLY GROSS INCOME WITH LENGTH OF WORK WEEK. (C-3 and A-7c)

A summary of the responses of the graduates comparing the weekly gross income and the length of the work week is presented in Table CL.

Table CL

SUMMARY OF THE RESPONSES OF 1967 GRADUATES COMPARING WEEKLY GROSS INCOME WITH THE LENGTH OF THE WORK WEEK

	Length of Work Week					
Weekly Gross Salary	No Response N (2646)*	1-10 Hours N (177)*	11-20 Hours N (333)*	21-34 Hours N (219)*	35-40 Hours N (1590)*	41 or More Hours N (460)*
Less Than	63	10	20	32	50	74
$50	2.4	5.6	6.0	14.6	3.1	16.1
$50 to $75	55	5	2	16	626	100
	2.1	2.8	0.6	7.3	39.4	21.7
$76 to $100	42	-	1	8	609	134
	1.6	-	0.3	3.7	38.3	29.1
Over $100	14	-	1	1	138	82
	0.5	-	0.3	0.5	8.7	17.8
Does Not	194**	2**	2**	3**	18**	23**
Apply	7.3	2.1	0.6	1.4	1.1	5.0
No Response	2278	160	307	159	149	47
	86.1	90.4	92.2	72.6	9.4	10.2

*Base for the percents in each column is placed within parentheses just below the column heading.

**In each cell the top number is the number of graduates. Below each number is a corresponding percent based on the total number of graduates in the category at the top of the column where the number exists.

The majority of graduates employed full-time (35 hours or more) earned a salary in the range from $50 to $100.00. The number in these two categories in the table appear to be almost equal. A relatively smaller number of the graduates employed full-time earn less than $50 or more than $100 per week.

forms & housekeeping

A
B
C
INSTRUCTIONS

CHAPTER FIVE - APPENDIX

CLASS OF 19___ SENIOR SURVEY SHEET

1) Name ______________________________ 12th Grade Homeroom __________
(As on diploma) Last First Middle

Sex: M F Birthdate: __________ Type of Diploma __________ Social Security # __________
Mo. Day Yr.

2) Address ______________________________ Phone # __________
Number Street City State Zip #

3) Name a student attending this school next year who will know your address:

Name __________________ Address __________________

4) Name and address of someone other than your parents who probably will know your address within the next five years:

Name ______________________________ Phone # __________

Address ______________________________
Number Street City State Zip #

5) Have you obtained employment? Full-time ☐ Part-time ☐ None ☐

Name & Address of employer ______________________________

____

Title & description of job ______________________________

Are you interested in summer or part-time employment? Yes ☐ No ☐

6) Are you planning to enter the military service within approximately 3-months after graduation? Yes ☐ No ☐ If you know, indicate branch __________

7) If you are planning to further your education next year, check the type of school you will be attending. Part-time Full-time Not at all

☐ Four year college
☐ Two year or junior college
☐ Nursing (hospital, only)
☐ Business school
☐ Technical or trade school
☐ Other

Name of school ______________________________

Address of School ______________________________

What other schools have accepted you? ______________________________

____

8) Scholarships or financial awards:

Name of Donor	Exact Title of Award or Scholarship	Amount (Optional)	For how many years?	To be used at what college or school?	Accepted or Refused

9) List significant awards and honors received in high school:

____

BERCO 220-67

__________________Senior High School
Address
Telephone #

Date ____________

Dear Graduate of ________:

Several months have passed since you were graduated from ______________ school and we are interested in keeping contact with our former students. You will recall that last spring we discussed plans for a follow-up study to be done this year.

We are now asking you to tell of your experiences and plans by completing the enclosed questionnaire. All individual returns will be treated confidentially. The information received from you, your classmates and other 1967 Baltimore County graduates will influence future Baltimore County school programs.

Please take a few minutes from your busy schedule to complete and return this questionnaire within five days or at your earliest convenience. A stamped, addressed envelope is enclosed.

May we thank you for your cooperation and take this opportunity to express our best wishes for the holiday season.

Sincerely yours,

NOTE TO COUNSELORS: Stamp the outside envelope with:

"IMPORTANT: Please Forward"

BOARD OF EDUCATION OF BALTIMORE COUNTY
GUIDANCE DEPARTMENT

GUIDELINES FOR IMPLEMENTATION OF A FOLLOW-UP STUDY

ANY YEAR

July August	Type addresses on envelopes to be mailed to students. (Use address as indicated on the Senior Survey Sheet). Rubber stamp school address on return envelopes. Mimeograph a copy of the covering letter to be included in each graduate's envelope.
September	Provide an orientation to new counselors and all teachers on the follow-up program. (Include purpose, plan, procedures, use of results and enlistment of their cooperation in the program).
November	Purchase commenorative stamps for envelopes. Check with the administrator on the employment of an additional month's clerical assistance during December and/or January. Prepare news releases on the follow-up study for local and metropolitan papers (by supervisors) and for the local school papers (by local schools).
December	Assemble follow-up questionnaire forms received from Child Accounting. Affix stamp on both envelopes for each graduate. Enclose in the envelopes the covering letter, return envelope and the questionnaire (Forms A, B, C). Check the envelope weight for amount of postage. Mail the material to graduates immediately prior to Christmas.
January	Utilize additional clerical assistance to contact graduates who did not return the questionnaire: (a) By telephone - record basic information received (b) By second mailing -- mail only where contact by telephone verifies the need for additional supplies.
February	Alphabetize the questionnaire forms according to instructions issued by the Office of Child Accounting and forward the returns to the Office of Child Accounting for summarization of data and the completion of the annual state report.
March	Requisition (1.5) copies of Senior Survey Sheet (BEBCO #220-67) per graduate. Acquire (3.0) regular school envelopes (9-1/2" x 4-1/8") per graduate.
April	Plan with the department chairman and senior counselors the procedures for orienting the graduating class. Plan for local school meetings between counselors and other departments to encourage total school cooperation.
May	Orient the senior class to the study. Have each senior student complete a Senior Survey Sheet.

©

BALTIM E COUNTY GRADUATE FOLLOW-UP QUESTIONNAIRE

FORM A

DIRECTIONS:
USE A NO. #2 PENCIL. ERASE COMPLETELY ANY MARK YOU WISH TO CHANGE.
THE GRADUATE FOLLOW-UP QUESTIONNAIRE CONSISTS OF THREE FORMS:
FORM A, FORM B AND FORM C. EACH GRADUATE IS ASKED
TO COMPLETE FORM A AND EITHER FORM B OR FORM C
ACCORDING TO THE INSTRUCTIONS AT THE END OF FORM A.

1. HOME ADDRESS ______________________
NUMBER STREET CITY STATE ZIP CODE

2. MARITAL STATUS
   - SINGLE ☐
   - MARRIED ☐
   - DIVORCED OR SEPARATED ☐
   - WIDOW(ER) ☐

3. MARRIED NAME (LAST) ______________________

4. MARK THE TOTAL NUMBER OF YEARS OF ATTENDANCE IN THE BALTIMORE COUNTY PUBLIC SCHOOLS
☐ 1 YR OR LESS ☐ 2 YEARS ☐ 3 YEARS ☐ 4 YEARS ☐ 5 YEARS ☐ 6 YEARS ☐ 7-9 YEARS ☐ 10-11 YEARS ☐ 12 OR MORE YEARS

5. WRITE AND MARK YOUR SOCIAL SECURITY NUMBER BELOW.

	SOCIAL SECURITY NUMBER								
WRITE →									
MARK	0	0	0	0	0	0	0	0	0
	1	1	1	1	1	1	1	1	1
	2	2	2	2	2	2	2	2	2
	3	3	3	3	3	3	3	3	3
	4	4	4	4	4	4	4	4	4
	5	5	5	5	5	5	5	5	5
	6	6	6	6	6	6	6	6	6
	7	7	7	7	7	7	7	7	7
→	8	8	8	8	8	8	8	8	8
	9	9	9	9	9	9	9	9	9

6. IN PART 1 MARK THE DEGREE OF PREPARATION THAT YOU FEEL YOU RECEIVED DURING GRADES 10 - 12 IN EACH OF THE COURSES LISTED BELOW. FOR EACH COURSE WHICH YOU MARK "POORLY PREPARED," MARK THE ONE POSITION IN PART 2 WHICH APPLIES.

		ENGLISH	FOREIGN LANGUAGE	SOCIAL STUDIES	SCIENCE	MATHEMATICS	HOME ECONOMICS	VOCATIONAL EDUCATION AND INDUSTRIAL ARTS	BUSINESS EDUCATION	MUSIC	ART	PHYSICAL EDUCATION
1	SUBJECT NOT TAKEN	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	WELL PREPARED	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	ADEQUATELY PREPARED	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	POORLY PREPARED	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
2	NOT ENOUGH COURSES AVAILABLE	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	MATERIAL NEEDED NOT COVERED	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	LACK OF STUDY HABITS AND SKILLS	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	OTHER	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

COPYRIGHT 1967 BOARD OF EDUCATION
OF BALTIMORE COUNTY, TOWSON, MARYLAND 21204

7. MARK YOUR PRESENT OCCUPATIONAL STATUS.

a. NOT EMPLOYED: { SEEKING WORK ☐
NOT SEEKING WORK ☐

b. EMPLOYED AS:

PROFESSIONAL/SEMI PROFESSIONAL (ENTERTAINER, REPORTER, DRAFTSMAN)	☐	HOUSEWIFE	☐
AGRICULTURE	☐	DOMESTIC	☐
CLERICAL SALES (SECRETARY, TYPIST, SALESMAN)	☐	PROTECTIVE (INCLUDES MILITARY SERVICE)	☐
CRAFTSMEN (BUILDING CONSTRUCTION, TRADESMAN, MACHINIST)	☐	SERVICE WORKER	☐
OPERATOR (APPRENTICE MACHINE OR ASSEMBLY WORKER)	☐	INDUSTRIAL	☐
		NON-INDUSTRIAL	☐
		PROPRIETOR OR MANAGER	☐

c. EMPLOYED (HOURS PER WEEK)
☐ 1 TO 10 ☐ 11 TO 20 ☐ 21 TO 34 ☐ 35 TO 40 ☐ 41 OR MORE

↑ DO NOT WRITE IN THIS AREA ↑

SCHOOL NUMBER
ID NUMBER
COURSE
SEX M F

CONTINUED ON PAGE 2

BALTIMORE COUNTY GRADUATE FOLLOW-UP QUESTIONNAIRE
FORM A

FORM A
PAGE 2

8. IN PART 1 MARK THE DEGREE OF HELP YOU RECEIVED FROM YOUR HIGH SCHOOL GUIDANCE SERVICES FOR EACH OF THE AREAS LISTED BELOW. MARK ONLY ONE POSITION FOR EACH AREA. FOR EACH NONE YOU MARK, FILL IN THE BRACKET(S) IN PART 2 WHICH APPLIES.

AREA OF GUIDANCE SERVICES	DOES NOT APPLY	A GREAT DEAL	SOME	NONE	DID NOT SEEK THE HELP OF THE COUNSELOR	RECEIVED HELP ELSEWHERE	DID NOT RECEIVE SATISFACTORY HELP FROM COUNSELOR	OTHER
HELP IN RECOGNIZING ONE'S ABILITY	☐	☐	☐	☐	☐	☐	☐	☐
HELP IN SEEKING FINANCIAL AID	☐	☐	☐	☐	☐	☐	☐	☐
HELP IN SEEKING EMPLOYMENT	☐	☐	☐	☐	☐	☐	☐	☐
HELP IN CAREER PLANNING	☐	☐	☐	☐	☐	☐	☐	☐
HELP IN INTERPRETATION OF TESTS & OTHER DATA	☐	☐	☐	☐	☐	☐	☐	☐
HELP IN SECURING MILITARY SERV. INFORMATION	☐	☐	☐	☐	☐	☐	☐	☐
HELP THROUGH PERSONAL COUNSELING	☐	☐	☐	☐	☐	☐	☐	☐
HELP IN PLANNING FOR EDUCATION AFTER HIGH SCHOOL	☐	☐	☐	☐	☐	☐	☐	☐

9. IN EACH COLUMN BELOW, MARK THE APPROPRIATE NUMBER OF CONTACTS OR SESSIONS WITH THE COUNSELOR(S) DURING THE LAST THREE YEARS OF HIGH SCHOOL

NUMBER OF CONTACTS	INDIVIDUAL OR SMALL GROUPS (2 TO 12 STUDENTS)		LARGE GROUPS (MORE THAN 12)
NO CONTACTS	☐	← →	☐
1 TO 3	☐	RESPOND IN BOTH COLUMNS	☐
4 TO 6	☐		☐
7 TO 10	☐		☐
11 OR MORE	☐		☐

10. MARK YOUR CURRENT EDUCATIONAL STATUS

☐ ATTENDING FULL TIME ☐ ATTENDING PART TIME ☐ NOT ATTENDING A SCHOOL

11. INDICATE YOUR MAJOR INTEREST IN POST-HIGH SCHOOL GUIDANCE SERVICES. (MARK ONE)

EDUCATIONAL ☐
PERSONAL ☐
VOCATIONAL ☐
NOT INTERESTED ☐

12. IF ATTENDING SCHOOL, FULL TIME OR PART TIME, COMPLETE ITEMS A THRU E.

a. ATTENDING:

☐ U.S. SERVICE ACADEMY ☐ FOUR YEAR COLLEGE ☐ COMMUNITY OR JUNIOR COLLEGE ☐ BUSINESS SCHOOL ☐ SCHOOL OF NURSING ☐ MILITARY SERVICE SCHOOL ☐ TECHNICAL OR TRADE SCHOOL ☐ ART, DANCE MUSIC SCHOOL ☐ ADULT EDUCATION NIGHT SCHOOL ☐ OTHER

NAME AND ADDRESS OF SCHOOL ATTENDING

OFFICE USE ONLY

c. IF YOU ARE ATTENDING SCHOOL, STATE THE MAJOR PROGRAM OF STUDY IN WHICH YOU ARE NOW ENROLLED. (EXAMPLE: MATHEMATICS, LIBERAL ARTS, AUTO MECHANICS)

d. STATE YOUR MAJOR GOAL UPON COMPLETION OF THIS PROGRAM.

e. MARK THE GRADE WHICH BEST INDICATES WHEN YOU DECIDED ON THIS PROGRAM OF STUDY. (MARK ONE)

9th GRADE OR BEFORE
10th GRADE
11th GRADE
12th GRADE
AFTER 12th GRADE

NOTE: IF YOU HAVE INDICATED THAT YOU ARE ATTENDING SCHOOL FULL-TIME, COMPLETE FORM B ONLY. ALL OTHER PERSONS, INCLUDING THOSE IN MILITARY SERVICE, COMPLETE FORM C.

↑ DO NOT WRITE IN THIS AREA ↑

SCHOOL NUMBER
IDENT NUMBER
COURSE
SEX M F

COPYRIGHT 1967 BOARD OF EDUCATION OF BALTIMORE COUNTY, TOWSON, MARYLAND 21204

BAL ORE COUNTY GRADUATE FOLLOW-UP QUESTIONNAI

FORM B
PAGE 1

DIRECTIONS: FORM B

THIS FORM SHOULD BE FILLED OUT BY GRADUATES ATTENDING SCHOOL FULL TIME ONLY

1. WHERE IS THE SCHOOL YOU ARE NOW ATTENDING? (MARK ONE)
   - BALTIMORE CITY
   - BALTIMORE COUNTY
   - MARYLAND
   - INSIDE THE U.S.
   - OUTSIDE THE U.S.

2. WHEN ATTENDING SCHOOL, WHERE DO YOU LIVE? (MARK ONE)
   - DORMITORY
   - FRATERNITY OR SORORITY
   - OFF CAMPUS HOUSING
   - AT HOME

3. TO HOW MANY SCHOOLS DID YOU APPLY? (MARK ONE)
   - 1 SCHOOL
   - 2 SCHOOLS
   - 3 SCHOOLS
   - 4 OR MORE SCHOOLS

4. AT HOW MANY SCHOOLS WERE YOU ACCEPTED? (MARK ONE)
   - 1 SCHOOL
   - 2 SCHOOLS
   - 3 SCHOOLS
   - 4 OR MORE SCHOOLS

5. WERE YOU ACCEPTED BY THE SCHOOL OF YOUR FIRST CHOICE? (MARK ONE)
   - YES
   - NO

6. WHICH CHOICE WAS THE SCHOOL YOU ARE NOW ATTENDING? (MARK ONE)
   - 1st CHOICE
   - 2nd CHOICE
   - 3rd CHOICE
   - OTHER

7. MARK THE ONE SPACE WHICH MOST NEARLY INDICATES THE AMOUNT OF TIME NEEDED TO COMPLETE THE COURSE IN WHICH YOU ARE PRESENTLY ENROLLED
   - LESS THAN 1 YEAR
   - 1 YEAR
   - 2 YEARS
   - 3 YEARS
   - 4 YEARS
   - 5 YEARS
   - 6 YEARS OR MORE

8. MARK THE ONE FACTOR WHICH MOST INFLUENCED YOUR CHOICE OF THE SCHOOL YOU ARE NOW ATTENDING.
   - ADMISSION REQUIREMENTS
   - CO-ED OR NON-CO-ED
   - COMMUNITY AND/OR STATE SUPPORTED
   - EXTRA CURRICULAR ACTIVITIES
   - FINANCES
   - LOCATION
   - PRIVATELY CONTROLLED
   - RELIGIOUS AFFILIATION
   - SIZE OF SCHOOL
   - SCHOOL REPUTATION
   - SUBJECT OFFERINGS

9. WHO MOST INFLUENCED YOUR CHOICE OF THE SCHOOL YOU ARE NOW ATTENDING? (MARK ONE)
   - COLLEGE REPRESENTATIVES
   - COUNSELORS
   - TEACHERS
   - PARENTS
   - RELATIVES
   - FRIENDS
   - OTHER (INCLUDES SELF DECISION)

10. DID YOU RECEIVE ADVANCED STANDING IN YOUR FRESHMAN YEAR IN COLLEGE?
    - YES
    - NO

    IF YES, COMPLETE ITEMS A THROUGH D

    a. MARK THE SUBJECT AREA(S) IN WHICH YOU RECEIVED ADVANCED STANDING IN COLLEGE
       - ENGLISH
       - FOREIGN LANGUAGE
       - MATHEMATICS
       - SCIENCE
       - SOCIAL STUDIES

    b. MARK THE AREA(S) IN WHICH YOU RECEIVED COLLEGE CREDIT FOR ADVANCED STANDING
       - ENGLISH
       - FOREIGN LANGUAGE
       - MATHEMATICS
       - SCIENCE
       - SOCIAL STUDIES

    c. SPECIFY THE COLLEGE COURSE NUMBER AND TITLE (IF AVAILABLE) FOR ANY OF THE SUBJECT AREA(S) MARKED ABOVE.

    d. MARK THE MANNER(S) IN WHICH YOU RECEIVED ADVANCED STANDING.
       - AMERICAN COLLEGE TESTS (ACT)
       - CEEB SCHOLASTIC APTITUDE TESTS (SAT)
       - CEEB ACHIEVEMENT TESTS
       - CEEB ADVANCED PLACEMENT TESTS
       - COLLEGE'S OWN PLACEMENT TESTS
       - HIGH SCHOOL RECORD
       - SUMMER SCHOOL

11. MARK THE WAY(S) IN WHICH YOU HAVE BEEN ABLE TO OBTAIN THE FINANCES NECESSARY TO ATTEND SCHOOL.
    - COOPERATIVE WORK STUDY PROGRAMS
    - EMPLOYMENT
    - LOANS
    - PARENTS AND OR RELATIVES
    - SCHOLARSHIPS
    - TUITION WAIVERS
    - VOCATIONAL REHABILITATION
    - OTHER

↑ DO NOT WRITE IN THIS AREA ↑

COURSE

COPYRIGHT 1967 BOARD OF EDUCATION OF
BALTIMORE COUNTY, TOWSON, MARYLAND 21204

BAL ORE COUNTY GRADUATE FOLLOW-UP QUESTIONNAI

FORM C

FORM C
PAGE 1

DIRECTIONS:

THIS FORM SHOULD BE FILLED OUT BY ALL GRADUATES WHO DID NOT COMPLETE FORM B.

1. HOW DID YOU LEARN ABOUT YOUR PRESENT JOB? (MARK ONE)

- ADVERTISEMENT ☐
- CIVIL SERVICE ANNOUNCEMENT ☐
- COMPANY EMPLOYMENT OFFICE OR REPRESENTATIVE ☐
- FRIENDS OR RELATIVES ☐
- PRIVATE EMPLOYMENT AGENCY ☐
- RECRUITER/DRAFT ☐
- SCHOOL CAREER PROGRAM ☐
- SCHOOL COUNSELOR ☐
- STATE EMPLOYMENT AGENCY ☐
- BUSINESS TEACHERS ☐
- VOCATIONAL TEACHERS ☐
- OTHER TEACHERS ☐
- DOES NOT APPLY ☐

2. WHAT LEVEL OF EDUCATION IS REQUIRED FOR YOUR PRESENT JOB? (MARK ONE)

- LESS THAN HIGH SCHOOL DIPLOMA ☐
- SPECIAL TRAINING BUT HIGH SCHOOL DIPLOMA NOT REQUIRED ☐
- HIGH SCHOOL DIPLOMA ☐
- HIGH SCHOOL DIPLOMA PLUS SPECIAL TRAINING ☐
- NO SPECIFIED EDUCATION ☐
- DOES NOT APPLY ☐

3. (OPTIONAL) WHAT IS YOUR APPROXIMATE WEEKLY GROSS INCOME? (MARK ONE)

☐ LESS THAN $50 ☐ $50 TO $75 ☐ $76 TO $100 ☐ OVER $100 ☐ DOES NOT APPLY

4. IS YOUR PRESENT JOB CONSIDERED A REQUIRED STEP FOR ADVANCEMENT IN THIS COMPANY? (MARK ONE)

☐ YES ☐ NO ☐ DOES NOT APPLY

5. HOW MANY FULL TIME JOBS HAVE YOU HELD SINCE GRADUATION? (MARK ONE)

☐ NO JOB ☐ 1 JOB ☐ 2 JOBS ☐ 3 JOBS ☐ 4 OR MORE JOBS

6. IF YOU HAVE CHANGED JOBS, MARK THE REASON(S) FOR LEAVING YOUR JOB(S).

☐ DISAGREEMENT WITH OTHER EMPLOYERS OR EMPLOYEES ☐ DISSATISFACTION WITH THE WORK ITSELF ☐ OPPORTUNITY FOR ADVANCEMENT ☐ TOO MUCH EXPECTED OF ME ☐ WORKING CONDITIONS ☐ TEMPORARY EMPLOYMENT ☐ TRAVELING DISTANCE ☐ PREGNANCY ☐ MARRIAGE ☐ MILITARY SERVICE ☐ SALARY ☐ LAYOFF ☐ HEALTH ☐ DOES NOT APPLY

7. IN PART 1, MARK HOW WELL YOUR HIGH SCHOOL PREPARED YOU IN THE LISTED JOB SKILLS. IN PART 2, MARK HOW USEFUL THESE SAME SKILLS ARE IN YOUR PRESENT JOB.

	FOLLOWING DIRECTIONS	FOLLOWING RULES AND REGULATIONS	WORKING WELL WITH OTHERS	THINKING AND MAKING DECISIONS	READING WITH UNDERSTANDING	SPEAKING BEFORE GROUPS	SOLVING NUMBER PROBLEMS	WRITING REPORTS, LETTERS AND NOTES	USING SCHOOL LEARNED BUSINESS AND VOCATIONAL SKILLS
DOES NOT APPLY	☐	☐	☐	☐	☐	☐	☐	☐	☐
WELL PREPARED	☐	☐	☐	☐	☐	☐	☐	☐	☐
ADEQUATELY PREPARED	☐	☐	☐	☐	☐	☐	☐	☐	☐
POORLY PREPARED	☐	☐	☐	☐	☐	☐	☐	☐	☐
RESPOND IN UPPER AND LOWER PARTS									
VERY USEFUL	☐	☐	☐	☐	☐	☐	☐	☐	☐
USEFUL	☐	☐	☐	☐	☐	☐	☐	☐	☐
NOT USEFUL	☐	☐	☐	☐	☐	☐	☐	☐	☐
DOES NOT APPLY	☐	☐	☐	☐	☐	☐	☐	☐	☐

↑ DO NOT WRITE IN THIS AREA ↑

SCHOOL NUMBER	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
IDENT NUMBER	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
COURSE	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
SEX	M	F								

COPYRIGHT 1967 BOARD OF EDUCATION
OF BALTIMORE COUNTY, TOWSON, MARYLAND 21204

CONTINUED ON PAGE 2

©

BA ORE COUNTY GRADUATE FOLLOW-UP QUESTIONNAI

COMPLETE THE REVERSE OF THIS SHEET

FORM C

FORM C
PAGE 2

8. MARK THE ITEMS THAT ARE AVAILABLE IN YOUR PRESENT EMPLOYMENT.

BONUS OR INCENTIVE PAY	☐	CREDIT UNION	☐
COMMISSION IN ADDITION TO SALARY	☐	HEALTH INSURANCE	☐
COMPANY CAR AND/OR EXPENSE ACCOUNTS	☐	JOB SECURITY	☐
UNIFORM PROVIDED AND/OR MAINTAINED	☐	TUITION REFUND	☐
COMPANY RETIREMENT (PENSION PLAN)	☐	MEALS	☐
NURSERY FOR EMPLOYEES CHILDREN	☐	PAID VACATION	☐
OPPORTUNITIES FOR ADVANCEMENT	☐	PROFIT SHARING	☐
OPPORTUNITIES FOR ASSOCIATION OR UNION MEMBERSHIP	☐	SICK PAY	☐
OVERTIME OR HOLIDAY PAY	☐	TIPS	☐
LIFE INSURANCE	☐	DOES NOT APPLY	☐
EMPLOYEE DISCOUNT	☐		

9. WHICH ITEM DO YOU THINK WILL BEST DESCRIBE YOUR EMPLOYMENT SITUATION 5 YEARS FROM NOW?

☐ SELF EMPLOYED
☐ HOUSEWIFE
☐ FULL TIME STUDENT
☐ MILITARY SERVICE
☐ TO WORK FOR SAME EMPLOYER - DIFFERENT POSITION
☐ TO WORK FOR SAME EMPLOYER - SAME POSITION
☐ TO WORK FOR DIFFERENT EMPLOYER - DIFFERENT POSITION
☐ TO WORK FOR DIFFERENT EMPLOYER - SAME POSTION
☐ OTHER

10. WHAT TYPE OF TRAINING WILL BE NECESSARY TO REACH YOUR OCCUPATIONAL GOAL? (MARK ONE)

☐ NO FORMAL TRAINING
☐ APPRENTICESHIP
☐ BUSINESS OR TECHNICAL COURSES
☐ COLLEGE COURSES FULL TIME
☐ COLLEGE COURSES PART TIME
☐ COMPANY ON-THE-JOB TRAINING
☐ COOPERATIVE WORK STUDY
☐ CORRESPONDENCE COURSES
☐ INFORMAL COURSES IN EVENING SCHOOL
☐ MILITARY TRAINING

11. IF YOU ARE CONTINUING YOUR EDUCATION OR PARTICIPATING IN A FORMAL TRAINING PROGRAM, IS IT RELATED TO YOUR CURRENT JOB? (MARK ONE)

YES ☐ NO ☐ DOES NOT APPLY ☐

12. HAVE YOUR PLANS BEFORE OR AFTER GRADUATION INCLUDED FURTHER EDUCATION OR TRAINING ON FULL TIME BASIS?

YES ☐ NO ☐ DOES NOT APPLY ☐

13. IF YOU ANSWERED "YES" IN ITEM 12, COMPLETE ITEMS A AND B.

a. MARK THE CURRENT STATUS OF YOUR PLANS.

☐ PLAN TO APPLY TO COLLEGE, TECHNICAL OR TRADE SCHOOL
☐ HAVE APPLIED TO COLLEGE, TECHNICAL OR TRADE SCHOOL
☐ HAVE BEEN ACCEPTED AT COLLEGE, TECHNICAL OR TRADE SCHOOL
☐ NONE OF THESE APPLY

b. MARK THE MAJOR REASON WHICH PREVENTED YOUR CONTINUED FULL TIME EDUCATION.

☐ INSUFFICIENT FUNDS
☐ NOT INTERESTED
☐ CANNOT ATTEND SCHOOL OF MY CHOICE
☐ NOT REQUIRED IN MY CHOSEN WORK
☐ MARRIED, OR PLANNED MARRIAGE
☐ MILITARY OBLIGATIONS
☐ TRANSPORTATION

SCHOOL NUMBER
0 1 2 3 4 5 6 7 8 9
IDENT. NUMBER
0 1 2 3 4 5 6 7 8 9
COURSE
0 1 2 3 4 5 6 7 8 9
SEX M F

↑ DO NOT WRITE IN THIS AREA ↑

COPYRIGHT 1967 BOARD OF EDUCATION
OF BALTIMORE COUNTY, TOWSON, MARYLAND 21204

COMPLETE THE REVERSE SIDE OF THIS SHEET